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ABSTRACT

This curriculum unit is the first part of a three-part series; it focuses on the theme of conflict. It introduces students to conflict on personal, group, international, and global levels and to basic conflict resolution/management alternatives. Students learn about six categories of conflict through the analysis of episodes in the history of U.S.-Japan relations. The overall purpose of part 1 is to develop students' analytical and critical skills regarding conflict, which is a pervasive part of both students' personal lives and U.S.-Japan relations. Provided is a rationale and introduction to the lessons, along with unit goals, materials, time required, suggested sequence of activities, small group roles, grade levels, subjects, and equipment needed. Lessons included in the unit are: (1) "Early Interactions"; (2) "Japanese Immigration to the United States"; (3) "Pearl Harbor"; (4) "Hiroshima"; (5) "The Occupation"; and (6) "The 50th Anniversary of Pearl Harbor." Each lesson includes handouts and primary source documents. (LB)

ED 433 295

U.S.-Japan Relations

The View From Both Sides of the Pacific

PART I

EPISODES IN THE HISTORY OF U.S.-JAPAN RELATIONS

CASE STUDIES OF CONFLICT, CONFLICT MANAGEMENT & RESOLUTION

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JAPANESE

Japanese bomb Pearl Harbor, December 7

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U.S.-JAPAN RELATIONS: THE VIEW FROM BOTH SIDES OF THE PACIFIC

PART I

EPISODES IN THE HISTORY OF U.S.-JAPAN RELATIONS: CASE STUDIES OF CONFLICT, CONFLICT MANAGEMENT & RESOLUTION

Developed by Gary Mukai

and the staff of the Japan Project
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Unit Introduction

EPISODES IN THE HISTORY OF U.S.-JAPAN RELATIONS

CASE STUDIES OF CONFLICT, CONFLICT MANAGEMENT & RESOLUTION

Rationale and Introduction to Episodes

There is ample evidence in the media to indicate that there are severe strains in the relationship between the United States and Japan. Given this climate of increasing tension, the need is great for classroom materials that evenhandedly address issues of mutual concern to the United States and Japan. The three-part curriculum unit series, *U.S.-Japan Relations: The View from Both Sides of the Pacific*, is an attempt to provide this. Part I focuses on episodes in the history of U.S.-Japan relations; Part II focuses on the media in U.S.-Japan relations; and Part III focuses on contemporary issues in U.S.-Japan relations.

Part I: Episodes in the History of U.S.–Japan Relations focuses on the theme of conflict. It introduces students to conflict on personal, group, international, and global levels and to basic conflict resolution/management alternatives. Students will learn about six categories of conflict through the analysis of episodes in the history of U.S.–Japan relations. The overall purpose of Part I is to develop students' analytical and critical skills regarding conflict, which is a pervasive part of both students' personal lives and U.S.–Japan relations.

Part I begins with a lesson which introduces six categories of conflict and the first Japanese embassy to the United States in 1860. Students engage in a readers' theater that helps them understand how misperceptions, misunderstandings, and conflict, as well as mutual good will and admiration, have been a part of U.S.-Japan relations since the mid-19th century. The readers' theater was written entirely from diaries, autobiographies, newspaper articles from 1860, and other primary source documents.

Lesson 2 introduces the various elements of conflict and focuses on Japanese immigration to the United States from the 1880s to 1924. The lesson includes the analysis of immigration documents of Japanese immigrants to the U.S., with a focus on Japanese "picture brides," their first impressions of the United States, and some of the intrapersonal conflict they experienced.

Lesson 3 introduces students to some methods of conflict resolution and management and features first impressions of the events

surrounding the Japanese attack of Pearl Harbor in 1941. President Roosevelt's speech is included as a document for students to examine as well as Emperor Hirohito's speech broadcast by radio after the attack. Other perspectives during this period of international conflict are presented through activities involving the analysis of diaries, letters, telegrams, political cartoons, comics, and literature excerpts.

Lesson 4 introduces some ways to categorize conflict and explores the events surrounding the atomic bombing of Hiroshima in 1945. Students examine multiple perspectives on its purpose, impact, and effects through the analysis of a radio broadcast, comics, literature excerpts, poetry, and other primary sources. Various types of conflict, including global conflict, are discussed.

Lesson 5 introduces four steps in analyzing a conflict and includes several activities that review conflict during the Occupation of Japan, 1945-1952. A main activity focuses on student analysis of speeches made by President Harry S. Truman on "Unconditional Surrender" and Emperor Hirohito on Japan accepting the Potsdam Declaration. Other activities focus on the Japanese Constitution, haiku, censorship, and Japanese and U.S. political cartoons from World War II and the Occupation.

The final lesson examines how conflicts can have both constructive and destructive results and with a focus on American and Japanese perspectives on the 50th anniversary of Pearl Harbor, December 7, 1991. The lesson examines how the cluster of impressions, associations, and conflict tied to the bombing of Pearl Harbor continue to affect present-day U.S.–Japan relations. Activities focus on President Bush's speech delivered on the occasion of the 50th anniversary and on a Japanese comic strip analysis. Small group work looks at the Japanese press, polls, the issue of apologies, Japanese American perspectives, and recollections from Pearl Harbor survivors and a Japanese pilot. The unit concludes with students discussing how interpersonal conflicts and international conflicts are related.

Presently, there are very few programs in the United States for high school instruction in U.S.-Japan relations. Misunderstandings over cultural differences and negative sentiments towards one another are examples of problems that result from a mutual lack of knowledge concerning the United States and Japan and the history of U.S.-Japan interaction. Considering both the growing number of Japanese people in the United States and the growing numbers of Americans in Japan and the increasing political, economic, and social interaction and interdependence between the two countries, it is especially important, for American students to learn about Japan and about U.S.-Japan relations.

Unit Goals

Each of the six lessons in this curriculum unit has specific learning objectives listed. These objectives have been divided into knowledge, attitude, and skill objectives for students. Following are goals for the curriculum unit as a whole.

In this curriculum unit, students will

- analyze examples of conflicts and learn that there are many responses to conflict. These responses can lead to the resolution or escalation of some components of the conflict, to the creation of new conflicts, or to no change in the original conflict
- learn that misperceptions and misunderstandings, as well as mutual good will and admiration, have been part of U.S.–Japan relations since the mid-19th century
- appreciate the difficulties often encountered by immigrants, past and present
- develop the ability to see events from more that one point of view
- appreciate historical events as being inseparable from larger processes, and not as isolated happenings
- analyze primary source documents
- work in small groups
- develop a sense of group responsibility as well as individual accountability

Materials

Handouts and primary source documents have been provided with each lesson to present students with a range of perspectives on the episode being studied. Permission is given to reproduce these handouts and documents for classroom use only. A list of materials for each lesson is provided on the first page of each lesson. Slides for lessons 1 and 2 also accompany the unit.

Time, Suggested Sequence of Activities, and Small Group Roles

Episodes in the History of U.S.–Japan Relations is divided into six lessons. We recommend 1–2 class periods for each lesson with the option of small groups rotating through more than one of the several small group activities provided with many of the lessons. The various small group activities have been designed to give students multiple perspectives on the episode being studied. Because of this, it is very important to provide time for each small group to share its activities. Some of the suggested roles and responsibilities for students working in small groups are:

- **Facilitator**: responsible for reading instructions or designating someone in the group to read instructions, for assuring that the group is on task, and for communicating with the instructor
- **Recorder**: responsible for writing answers to questions, taking notes, etc.
- **Timekeeper**: responsible or keeping track of the time allocated for activities
- **Manager of materials**: responsible for obtaining and keeping track of materials used by the group

- **Harmonizer**: responsible for the group process–making sure, for example, that no one person dominates discussion or that everyone is participating
- **Reporter**: responsible for organizing group presentations and/or presenting results of activities to the class

Grade Levels

Grades 9–12

Subjects

- U.S. History
- World History
- Social Studies

Equipment

- Overhead Projector
- Slide Projector

Icons

The following icons have been provided for ease of reference:

Transparency:

Group work:

Notes to the teacher:

Homework:

Background info:

Slides:

Lesson 1

EARLY INTERACTIONS

Organizing Questions

What are six categories of conflict?
What were some of the conflicts that arose during the first Japanese embassy to the United States in 1860?

Introduction

This lesson begins with an introduction of the concept of conflict and some of the categories of conflict (e.g., intrapersonal, interpersonal, intragroup, intergroup, international, and global conflict). Next, the lesson focuses on the first Japanese embassy to the United States in 1860. Students engage in a readers' theater which helps them understand how misperceptions, misunderstandings, and conflict, as well as mutual good will and admiration, have been a part of U.S.-Japan relations since the mid-19th century. This lesson should take 1–2 class periods.

Objectives

knowledge

- to identify six categories of conflict
- to learn that U.S.–Japan relations is a relatively modern occurrence, having begun on an official level only in the 1850s and the 1860s (around the time of the U.S. Civil War)
- to learn about the first Japanese embassy that came to the United States in 1860
- to learn that misperceptions, misunderstandings, and conflict as well as mutual good will and admiration, have been part of U.S.–Japan relations since their beginning

attitude

- to try to understand the various perspectives and viewpoints of some of the people involved in the first Japanese embassy to the United States
- to think of situations in students' lives where they were in unfamiliar surroundings, and to compare their feelings with those of characters in the readers' theater
- to develop a sense of group responsibility as well as individual accountability

skill

- to read aloud with understanding and emphasis
- to interpret visual cues

- to develop the ability to empathize with different people in the readers' theater

Materials

- Handout #1: Six Categories of Conflict , one per student
- Handout #2: Readers' Theater script, 13 copies
- Slides #1–6

The readers' theater presented in this lesson is designed to provide students with an actual, though dramatized, case of the initial contact of two very different cultures. The script has been created from diaries, autobiographies, and other primary source documents quoted directly or paraphrased. It is hoped that through this activity, students will learn about the factual beginnings of U.S.–Japan relations and come to understand how much the relationship has been affected by misperceptions, misunderstandings, and conflict as well as fostered by goodwill.

Encourage the students to try to understand why the individuals might have thought and spoken the way they did. Also remind the students that the readers' theater is representative but by no means exhaustive of the feelings that Japanese and Americans had for each other at that time.

Debriefing of the readers' theater is done through a set of 6 slides of photographs and artwork from the 1860 Japanese Embassy.

Please note that all Japanese names in this lesson are written with the family name first, followed by the given name.

Procedure

1. Begin the unit by informing students that they will be studying about six episodes in the history of U.S.–Japan relations. This unit introduces students to the theme of conflict on personal, group, and world levels and to basic conflict resolution/management alternatives. Students will learn about six categories of conflict through the analysis of episodes in the history of U.S.–Japan relations. The overall purpose of this unit is to develop students' analytical and critical skills regarding conflict, which is a pervasive part of both students' personal lives and U.S.–Japan relations.

2. To provide a context for the study of conflict, engage students in a discussion by asking the following:

- What examples of conflict have students seen or experienced in their lives? The point is to show that conflict exists and is part of students' lives. Possible responses may be conflict related to crime, dating, student/teacher arguments, teen/parent arguments, tests, etc.
- What are some similarities or patterns among the responses given? Possible answers might be: all conflicts have causes and resolution alternatives; all conflicts have participants, etc.

- What are some of the differences in the conflicts? Possible answers might be: conflicts can be planned or unplanned, useful or not useful, violent or nonviolent, inevitable or avoidable, etc.
- What are some synonyms and antonyms for "conflict?" Supplement the students' list with the following terms. Possible synonyms might be hassle, competition, fight, problem, dissonance, tension, disagreement, dispute. Possible antonyms might be harmony, accord, agreement, friendship, peace. Note that these words are not equal for all situations. For example, although a fight is a type of conflict, not all conflicts are fights. Also, students may choose as synonyms words meaning "violence." Explain to students that conflicts are not necessarily violent, although they certainly can be.

3. Indicate that there are at least six categories of conflict:

- **Intrapersonal** conflict involves a single individual whose two or more goals, beliefs, or actions cannot be reconciled or achieved simultaneously. For instance, if a student wants both to do well on an exam tomorrow and go to a party with friends tonight, he or she faces intrapersonal conflict.
- **Interpersonal** conflict involves two or more individuals whose goals, beliefs, or actions cannot be reconciled or simultaneously achieved.
- **Intragroup** conflict occurs between members of a single group.
- **Intergroup** conflict takes place between two or more discrete groups of individuals.
- **International** conflicts occur between two or more nations.
- **Global** conflict occurs when human goals, actions, or beliefs cannot be reconciled, but the individuals involved do not necessarily belong to discrete groups or nations. Environmental problems are commonly related to the causes of some global conflicts.

Have students (in partner pairs) categorize the conflicts they discussed earlier under these six categories. Distribute Handout #1, Six Categories of Conflict, to each student for reference. Students should save Handout #1 for reference in later lessons.

4. Inform students that they will be analyzing these different categories of conflict during the course of the study of this unit. Lesson one engages the students in a readers' theater that focuses on the first Japanese embassy to the United States in 1860. As an introduction to this episode, share the following information with the students:

In 1860, for the first time in history, a group of Japanese travelers visited the United States. The group was an ambassadorial entourage of some 170 men who traveled to the United States via two ships. The Japanese ship, *Kanrin Maru*, sailed to San Francisco four days before the ship U.S.S. *Powhatan* (which the Japanese Ambassadors traveled on) departed for San Francisco. The *Kanrin Maru* crew intended to serve as escorts for the Japanese ambassadors to Washington, D.C.,

but because of damage done to the ship during the voyage across the Pacific, the crew was unable to fulfill its duty. Following a short stay in San Francisco, the Japanese ambassadors traveled to Panama by ship and from there boarded another ship to Washington, D.C. The main purpose of the trip was to exchange ratification of the Harris Treaty of 1858, which allowed for trade between the two countries at several specified ports in Japan.

The first informal contact between the two countries had begun around the turn of the 19th century when various whaling vessels had been blown ashore on Japanese and American shores. During this time the Pacific shore of the American continent was being settled by farmers, priests, and gold-rush adventurers from points east. It was also around this time that California first became a state in the United States. In Japan, the *sakoku* (closed country) policy was officially still in effect, under the provisions of which Japanese were neither allowed to leave Japan, nor were non-Japanese (with certain limited exceptions) allowed to enter the Japanese islands.

In 1853, Commodore Matthew Perry had sailed to Japan to demand that American ships be allowed to land, refuel, and trade on the Japanese islands. A large part of the motivation behind this demand was the growing trade with China (mainly at Shanghai) and the need for a place to take on coal for the journey back across the Pacific.

After Perry, Townsend Harris visited Japan in 1856 as the first consul of the United States and negotiated the Harris Treaty that the Japanese embassy brought to Washington, D.C., for ratification. The U.S. President at that time was James Buchanan.

Part I of the readers' theater is set in San Francisco after the *Kanrin Maru's* arrival in San Francisco, April 1860. Fukuzawa Yukichi is walking along a pier in San Francisco. Part II of the readers' theater is set in Washington, D.C., in May, 1860. The scene is a gala ball held in honor of the ambassadors from Japan at the home of U.S. Secretary of State Lewis Cass. Several conversations are taking place. With the exception of Townsend Harris and Ivan Goncharov all the individuals included were present.

The following individuals appear in the readers' theater:

- **Narrator**
- **Shimmi Masaoki**: Chief Ambassador
- **Muragaki Norimasa:** Vice Ambassador
- **Oguri Tadanao**: Inspector
- **Tamamushi:** Ambassador Shimmi's servant
- **Tateishi Onojiro "Tommy"**: interpreter trainee, "darling" of the American press and Washington ladies, 17 years old
- **Fukuzawa Yukichi**: servant on board the ship *Kanrin Maru* from Japan to the United States, later to become one of the most famous writers and educators in modern Japan

- **Townsend Harris**: First Consul of the United States to reside in Japan after Perry's visit. Harris stayed in Japan from 1856 to 1858 and negotiated the trade agreement that the Embassy came to ratify.
- **Ivan Goncharov**: Russian visitor to Japan in the 1850s
- **Lane**: President Buchanan's niece
- **Lewis Cass**: Secretary of State
- **A *New York Daily News* Reporter**
- **A *San Francisco Daily News* Reporter**

5. Assign students to the various roles of the readers' theater listed above. The use of name tags or desk cards (to identify individuals in the readers' theater) is recommended.

6. Distribute copies of the readers' theater script (Handout #2) to each student taking part in the readers' theater. Students not assigned a part are "bystanders" of the various scenes. During the slide presentation, these bystanders will be asked to comment on various aspects of the readers' theater while looking at slides of photographs or artwork of the 1860 Japanese Embassy to the United States.

7. Have student readers stand in front of the class. Inform students that translators (both Japanese and American) were present during the Japanese embassy visitation in 1860, but translators are not part of the readers' theater. Students should be encouraged to read with feeling and emphasis. Students should not imitate accents. This can be infuriating or insulting to many people.

8. Following the reading, show slides 1–6 using the following slide script (suggestion: copy the slide script for ease of reference.) The slide script is designed to help debrief some of information presented in the readers' theater. Ask the bystanders to respond to the questions.

Slide #1: Have you ever been on a voyage by ship? What was it like? What was the name of the ship that voyaged as the Japanese Embassy's escort to San Francisco? How did Fukuzawa Yukichi describe the voyage across the Pacific? Why was the crew of the *Kanrin Maru* concerned about taking Americans on its journey to the United States? What type of conflict did this represent? *intergroup and/or international*

Slide #2: This is a photograph of Fukuzawa Yukichi with an American girl in San Francisco. Describe Fukuzawa's appearance. How did some Americans in the readers' theater describe the appearance of the Japanese? What was Fukuzawa's opinion/description of the difference between U.S. and Japanese culture? Do you think others would agree with his opinions? Describe some of the *intrapersonal* conflict he felt being in the United States.

Slide #3: This is a photograph taken at Willard's Hotel, Washington, D.C., of Muragaki, Shimmi, and Oguri who appeared in the readers' theater. Imagine that you are an American in Washington, D.C., in 1860. How might the appearance of these three people catch your attention? How was it different from others you might see everyday? How did the *New York News* Reporter describe the appearance of the Japanese ambassadors? Describe the conflict the Japanese ambassadors felt towards the Presidential dinner. What do you think of Muragaki's comment that "America has no class distinctions?"

Slide #4: This is a drawing of "Tommy" among some women in Washington. What were some of Lane's questions to "Tommy?" What do you think she was trying to learn? Describe some of the conflicts the Japanese ambassadors felt towards American women. What type of conflict did this represent? *intergroup and/or international*

Slide #5: Have you been in a situation where you were in unfamiliar surroundings, among people from a different national, cultural, religious, or ethnic background? Describe the types of conflict you experienced. Compare your feelings with those expressed by characters in the readers' theater. This is a photograph of the Japanese ambassadors at the Washington Navy Yard. Contrast the Japanese and Americans.

Slide #6: This is a drawing of the presidential reception of the Japanese Embassy in the East Room of the White House on May 17, 1860. What were some of the comments made by the Japanese about U.S. government functions?

9. Bring closure to this lesson by reviewing the six types of conflict discussed in this lesson (i.e., intrapersonal, interpersonal, intragroup, intergroup, international, global). What were the main types of conflict illustrated in the readers' theater? *intrapersonal, intergroup, international.*

   Inform the students that lesson 2 in this curriculum unit introduces the various elements of conflict through a focus on Japanese immigration to the United States from the late 1800s until 1924.

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Six Categories of Conflict

- **Intrapersonal** conflict involves a single individual whose two or more goals, beliefs, or actions cannot be reconciled or achieved simultaneously. For instance, if a student wants both to do well on an exam tomorrow and go to a party with friends tonight, he or she faces intrapersonal conflict.

- **Interpersonal** conflict involves two or more individuals whose goals, beliefs, or actions cannot be reconciled or simultaneously achieved.

- **Intragroup** conflict occurs between members of a single group.

- **Intergroup** conflict takes place between two or more discrete groups of individuals.

- **International** conflicts occur between two or more nations.

- **Global** conflict occurs when human goals, actions, or beliefs cannot be reconciled, but the individuals involved do not necessarily belong to discrete groups or nations. Environmental problems are commonly related to the causes of some global conflicts.

READERS' THEATER
FIRST ENCOUNTERS

The following individuals appear in the readers' theater:

- **Narrator**
- **Shimmi Masaoki:** Chief Ambassador, 39 years old
- **Muragaki Norimasa**: Vice-Ambassador, 47 years old
- **Oguri Tadanao**: Inspector, 32 years old
- **Tamamushi**: Ambassador Shimmi's servant
- **Tateishi Onojiro "Tommy"**: interpreter trainee, "darling" of the American press and Washington ladies, 17 years old
- **Fukuzawa Yukichi**: servant on board the ship *Kanrin Maru* from Japan to the United States, later to become one of the most famous writers and educators in modern Japan
- **Townsend Harris**: First Consul of the United States to reside in Japan after Perry's visit. Harris stayed in Japan from 1856 to 1858 and negotiated the trade agreement that the embassy came to ratify.
- **Ivan Goncharov**: Russian visitor to Japan in the 1850s
- **Lane**: President Buchanan's niece
- **Lewis Cass**: Secretary of State
- **A *New York Daily News* Reporter** (Reporter #1)
- **A *San Francisco Daily News* Reporter** (Reporter #2)

Part 1

Narrator: On a pier in San Francisco, a *San Francisco Daily News* Reporter is talking with Fukuzawa Yukichi several days after his arrival from Japan. It is early April 1860.

Reporter #1: Mr. Fukuzawa, upon your arrival to the United States, could you describe your welcoming?

Fukuzawa Yukichi: Our welcome on shore was certainly worthy of a friendly people. They did everything for us, and they could not have done more. The feeling on their part must have been like that of a teacher receiving his old pupil several years after graduation, for it was their Commodore Perry who had effected the opening of our country seven years before, and now here we are on our first visit to America.

Reporter #1: I hope your stay has been comfortable so far, Mr. Fukuzawa.

Fukuzawa Yukichi: Yes. Our hosts knew that we Japanese were accustomed to a different diet, so they arranged that our food, instead of being served; should be prepared by our own cook. But the officials, being very kind, and desiring to satisfy the Japanese love for seafood, sent fish every day. Also, on learning the Japanese custom of bathing frequently, they had baths prepared daily.

handout #2

Reporter #1: By the way, how was your voyage across the seas?

Fukuzawa Yukichi: Storm followed storm. Waves broke over the decks continually. I remember that whenever the ship keeled over on her side, I could look up through the skylight from below and see the tops of great waves in the distance. A list of 37 or 38 degrees was not uncommon; we were told that if she went over 45 degrees, she would founder to the bottom. Still, she kept her course and, fortunately, had no serious mishaps. For a whole month we saw nothing but the waves and clouds. Once we sighted a sailboat, said to be an American vessel carrying Chinese workmen over to America. That was the only thing we saw during the voyage.

Reporter #1: I understand that there were five Americans aboard your ship.

Fukuzawa Yukichi: Yes. Captain Brooke, an American officer, and a doctor, and several sailors, all of whom had been in Japan because their ship had been wrecked on the southern coast. They wished to be carried across to America with us.

The Japanese government officials agreed to this and were about to grant the permit for the Americans when the staff of the *Kanrin Maru*, our ship, protested strongly. They felt that if the American navigators went along, the Japanese would feel an implied slur on their own ability to sail.

It was agreed that the Japanese officers were to receive no aid from Captain Brooke throughout the voyage. Even when making observations, our officers and the Americans made them independently. Sometimes they compared their results, but we were never in the least dependent on the Americans.

Reporter #1: Upon arriving in San Francisco, weren't you carrying swords of some kind?

Fukuzawa Yukichi: All of us wore the usual pair of swords at our sides and the hemp sandals. So attired, we were taken to the modern hotel. There we noticed, covering the floor, valuable carpets. In Japan, only the more wealthy could buy such carpets from importers' shops by the square inch to make purses and tobacco pouches. Here the carpet was laid over an entire room—something quite astounding—and upon this costly fabric walked our hosts, wearing the shoes with which they had come in from the streets! We followed them in our hemp sandals.

Reporter #1: Have you had a chance to attend a party during your stay in San Francisco?

Fukuzawa Yukichi: Yes. One evening our host said that some ladies and gentlemen were having a dancing party and that they would be glad to have us attend it. We went. To our dismay we could not make out what they were doing.

The ladies and gentlemen seemed to be hopping about the room together. As funny as it was, we knew it would be rude to laugh, and we controlled our expressions with difficulty as the dancing went on. These were but a few of the instances of our bewilderment at the strange customs of American society.

Part II

Narrator: Following a brief stay in San Francisco, the Japanese Embassy departed San Francisco to Panama. From Panama they boarded another ship and headed to Washington, D.C. The setting for Part II is a gala ball hosted by Secretary of State Lewis Cass. A *New York Daily News* Reporter is talking with Consul Townsend Harris and Ivan Goncharov. It is May 1860.

Reporter #2: Consul Harris and Ivan Goncharov, you are two of the few Westerners who have spent time in Japan and can be considered experts on the ways of the Eastern people. Consul Harris, what is your connection with the ambassadorial visit of the Japanese?

Consul Harris: Four years ago, in 1856, while in Japan, I suggested to the Japanese that they travel abroad. Why, I said, should not the Japanese who are courageous and not lacking in personal energy send their ships to take their flags to the distant American coasts? But in truth, I was only being playful; I never really thought they would do it! But now here they are in Washington.

Reporter #2: Were you involved in any other way in bringing the embassy here, Consul Harris?

Consul Harris: Actually, the Japanese had already thought of sending an embassy before I mentioned it, but when I heard that it was definite, I sent a dispatch to the State Department and informed them that a person who spoke both Dutch and English should be sent to meet the delegation at the Isthmus of Panama. I also told them that in Japan some fifty or so personal attendants were supplied to me by the government and so our government should consider covering their expenses while in America.

Reporter #2: Did you recommend anything else to the United States government?

Consul Harris: I also tried to explain that the Japanese place great importance on protocol and ceremony. Do you remember, Mr. Goncharov, how insistent the Japanese were about protocol?!

Ivan Goncharov: Insistent?! All the time while trying to work out "protocol" I kept thinking to myself: In Europe, people are worrying at this moment about whether to be or not to be, but we argued for whole days about whether to sit or not to sit, to stand or not to stand, and later on about how we should sit and what we should sit on, and so on. But even with your warnings,

Consul Harris, I don't think your government in Washington understood at all what you tried to tell them.

Consul Harris: I think you are right, Mr. Goncharov. Wouldn't it be interesting to hear what the envoys had to say about the whole affair?

Reporter #2: To speak honestly, the Japanese look like a comical group. Nothing but the remembrance that they are strangers and persons of mark in their own country, unused to Western manners and habits, and that they have come here as the representatives of a great civilized nation, on a mission of amity and goodwill to us, nothing but this remembrance keeps me from laughing heartily at their appearance.

Narrator: In another corner, Shimmi, Oguri, and Muragaki are discussing privately their novel experiences, including their visit to the Congress and the presidential reception.

Muragaki: When we arrived here at Cass's residence, I wondered about the nature of the ceremony we were going to perform on this occasion, since it was an invitation from the prime minister. Since there was no interpreter around, I did not understand at all what was being said.

Narrator: Some Japanese mistakenly referred to the secretary of state of the United States as prime minister.

Oguri: And it turns out to be no ceremony at all. In one corner, there is a band playing something called "music" on instruments that looked like Chinese lutes. The men are in uniform with epaulets and swords, and women with bare shoulders are dressed in thin white clothes. They have those wide skirts around their waists. And what about the walking on tiptoe to the tune of the music? It is just like a number of mice running around and around! There is neither taste nor charm.

Shimmi: Admittedly, this is a nation with no order or ceremony, but it is indeed odd that the prime minister should invite an ambassador of another country to an event of this sort! My sense of displeasure is boundless: there is no respect for order and ceremony or obligation. The only way to exonerate them is by recognizing that all this absence of ceremony issues from their feelings of friendship.

Muragaki: And the dinner! The president sat at the center, while his niece Lane sat opposite him. Imagine women at a formal function of state!

Shimmi: Aware of the president's presence, I was very careful about my manners. It was rather amusing to watch and imitate the table manners of a woman sitting next to me.

Oguri: Lane was behaving like the head of the house, supervising everything during the dinner. Her power and dignity were so impressive that she

might have been taken for the queen, and her uncle, the president, for her prime minister.

Muragaki: Indeed, the women are white and beautiful, and they are handsomely dressed with gold and silver decoration. Although I am becoming accustomed to their appearance, I find their reddish hair unattractive, and their eyes look like those of dogs. Now and then, though, I see a black-haired women who also has black eyes. They must be descendants of some Asian race. Naturally, they look very attractive.

Shimmi: And do you remember the way they conducted their national affairs in their Congress? One of the members was on his feet, screaming at the top of his voice and gesticulating wildly like a madman. When he sat down, his example was followed by another, and yet another.

Oguri: I was informed that all the affairs of state are thus publicly discussed, and that the vice-president made his decision after he heard the opinion of every member. Judging from such remarks, I don't believe that the fundamental !aws of this country will last much longer.

Shimmi: The way they behaved, with the vice-president presiding on the elevated platform, the whole scene reminded me of our fishmarket at Nihonbashi, Tokyo.

Narrator: In another corner of the ball, "Tommy" and Tamamushi are speaking with several of the Washington ladies. Muragaki walks over to them. The ladies are asking them about Japan and their impressions of the United States.

Lane: Tell us, Tommy, what do you think of American ladies? Are they less pretty than Japanese ladies?

Tommy: I find the American women the more beautiful of the two with their fair complexion.
[Aside in Japanese to Tamamushi]
Silly gullible women! Look how pleased they seem!

Tamamushi: In this country the women are usually revered. The way women are treated here is the way the parents are respected in our country. And even the younger women are less bashful and more strong-willed than Japanese women. I find the American women to be intelligent and high-spirited as well.

Lane: What do you think about the ways of American life? It must be very different from life in Japan.

Tamamushi: In our country the ceremonial rules are very strict, and we are not easily granted an audience with the ruler, who is feared like a demonic god. Following his example, anyone with the slightest rank behaves

pompously and insultingly to his inferiors. Here people make no distinctions between ranks, and the high and low mix freely. In case of crisis they do their best to help each other out. These things are diametrically opposite to what goes on in our country.

Muragaki: One thing that really surprised me about American life occurred on the ship voyage from Panama to Washington, D.C. One afternoon, I believe on May 5th, we witnessed a pathetic scene, the funeral of two sailors. It was sad to see the two bodies dropped from the ship's side into the unknown depths of the sea. The funeral of these two unfortunate men was a new experience for us, and we were somewhat surprised to find that not only were all the officers present, but that the Commodore himself attended. An officer of so high a rank is never seen at the funeral of a simple soldier at home. America has no class distinctions, so there is not so much difference between the treatment of the higher and of the lower classes as there is with us. Sincerity and friendship seem to be the ruling characteristics of the American people.

Tommy: We visited the Congress building. When they discuss things, the officials and their secretaries sit at the center of the lowest level, and all the people involved in the matters discussed sit on the higher levels. Thus the officials are clearly seen and scrutinized by people, and no one will suspect those in office, who might otherwise secretly mix private and public interests. This also is very different from our country.

Lane: Tommy, before you leave the United States to go back to Japan, is there anything that you or others in the Japanese embassy will be bringing back to Japan? And do you have plans to export certain articles from Japan to our country?

Tommy: I'm not sure myself, but I do know that Mr. Fukuzawa bought a *Webster's Dictionary* in San Francisco to bring back to Japan. I'm sure that this will be the first importation of *Webster's* into Japan. I know that Mr. Muragaki was approached by a wealthy merchant who carries on an extensive trade with different parts of the world, by means of his own ships. He asked numerous questions about the merchandise we produce in Japan, its quality and price, and the customs and conditions of trade in our country. I know that the Emperor of Japan will appreciate the superb gold watch presented to him by the American Watch Company. I understand Chief Ambassador Shimmi also was kindly presented one.

Narrator: On June 30, 1860, *Frank Leslie's Illustrated Newspaper* reported that "Both of these watches were made by a system of original American machinery in the only establishment of the kind in the world, and are constructed entirely of American materials by American artisans. Presents of this character, while they demonstrate the manufacturing capacities of our country, will inevitably attract the trade which it is the great object of the United States, by treaty, to open, stimulate, and establish between the two countries."

Following their visit to Washington, D.C., the Japanese Embassy also visited Baltimore, Philadelphia, and New York. On one of the final days of the Japanese Embassy visit, Muragaki wrote the following in his diary on June 21, 1860:

> In the city we cannot help feeling that we are strangers in a strange land, as the manners and customs are unlike those of Japan. As soon, however, as we get into the country, it is quite different; the fact that we are far from our native land is not brought so vividly before us. The hills, valleys and rivers, carved by nature, are much more homelike; the vegetation, too, is similar to that which we are accustomed to. The very birds in the trees around us sing the same melodies as their oriental sisters. All these things combine to make us feel more at home.

The Japanese Embassy left the United States on June 30, 1860, aboard the U.S.S. *Niagara*. They reached Japan after a long voyage of four months. Upon returning to Japan, the Japanese Embassy shared the photographs and artwork with the leaders of Japan that you will soon see in a slide presentation.

"Tommy" among some women in Washington, D.C.
(from *Harper's Weekly*, June 2, 1860)

Lesson 2

JAPANESE IMMIGRATION TO THE UNITED STATES

Organizing Questions

What are the various elements of conflict?
What were some of the major events that Japanese encountered in the U.S. that impacted U.S.-Japan relations?
What types of conflicts did the early Japanese immigrants experience in the United States?

Introduction

In this lesson, students will be introduced to the various elements of conflict. They will learn about some of the reasons Japanese left Japan to the United States during the 1880s to the early 1920s. Many of the events surrounding Japanese immigration to the United States had a profound effect on U.S.-Japan relations. Students in small groups will have an opportunity to analyze various documents from this immigration period and consider some of the intrapersonal, interpersonal, and international conflicts these immigrants faced. The lesson should take 2 class periods.

Objectives

knowledge

- to learn the various elements of conflict
- to distinguish between conflict resolution and conflict management
- to learn about some of the reasons for Japanese immigration to the United States
- to study some of the events Japanese immigrants encountered in the United States
- to analyze how the treatment of Japanese immigrants in the U.S. affected U.S.-Japan relations

attitude

- to appreciate the conflicts often faced by immigrants, past and present
- to recognize the importance of individual contribution to a small group

skill

- to analyze conflict situations
- to work effectively in small groups
- to analyze primary source documents
- to write letters, poetry

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- to illustrate feelings through art

Materials

- Handout #1: Elements of Conflict, one per student
- Handout #2: Japanese Immigration to the United States, one per small group
- Activities #1-5: Picture Brides and Angel Island, one activity per group
- supplementary reading, "Journey of a Picture Bride," one per student
- Slides #7–15

Procedure

1. Inform students that this lesson will introduce them to the various elements of conflict. Following this, they will be applying these elements to an analysis of conflicts during Japanese immigration to the United States during the late 1800s and early 1900s.

2. Have students give examples of the six categories of conflict discussed in lesson 1. These examples can be from their own personal experiences, the news, television, etc. List these examples on the chalkboard. Ask students to identify any commonalities between their examples. Distribute copies of Handout #1, Elements of Conflict, to each student and write (or use an overhead transparency of Handout #1) the information on the chalkboard in order to help students categorize some of the commonalities:

Elements of Conflict
Participants
Goals
Interruption
Management/Resolution Methods
Results

Inform students that all conflicts have a **participant** or **participants**, and that each of these participants has **goals**. These goals concern **values**, **interests**, or **resources**. A conflict occurs if these values cannot exist simultaneously, if the interests cannot be realized simultaneously, or if the resources are scarce so that both participants cannot have them simultaneously. Ask for examples of goals concerning values, interests, and resources in order to make sure that students understand these terms (e.g., value conflicts could be about different religions or moral beliefs; interest conflicts could be about status; resource conflicts could be about the supply of minerals).

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Generally, participants are not aware of the conflict until some **interruption** has occurred. If the plans to meet the original goals are interrupted, then the participants must reformulate their plans or take different actions. Tell students there are many methods participants can use to reformulate their plans or take different actions after such an interruption. Ask students what some of these methods are (e.g., argue, negotiate). These methods are taken either to **resolve** or to **manage** the conflict. Make the following distinction for the class:

- A participant using a method of **conflict management** does not want to resolve the conflict, but also does not want the conflict to escalate.
- A participant using a method of **conflict resolution** wants to resolve the conflict so that it no longer exists.

Inform students that they will study more about management and resolution methods in lesson 3, but that for now they should realize that management/resolution is one of the elements of conflict.

Tell students that after conflict resolution and/or conflict management methods are utilized by one or both participants, the conflicts may **result** in many different outcomes. Ask students to name some specific results (e.g., an enemy may be eliminated; a conflict may escalate; a new conflict may arise; new plans may be devised by one or both participants). Inform students that they will study more about results in lesson 4.

Following the discussion of the elements of conflict, inform students that they will be examining these elements by looking at Japanese immigration to the United States from the late 1800s to the early 1900s.

3. Ask the students if they have ever heard of Ellis Island in New York Harbor. Next ask the class if they have ever heard of Angel Island in San Francisco Bay. Point out that the majority of European immigrants who came to the United States passed through Ellis Island. Between 1910 and 1940, Angel Island was an immigration station for immigrants who came to the United States from Pacific routes.

4. Distribute copies of Handout #2 to groups of 5 students. A student in each group should read the handout. Following the reading, each group has the task of developing an illustrated timeline that reflects the information in the handout and changing U.S. attitudes towards immigration from Japan. In addition, students should prepare to discuss one of the many conflicts mentioned in the handout by focusing on the questions listed on Handout #2, that are based on the five elements of conflict.

5. Allow each group to share its timeline and a brief summary of the conflict analyzed.

6. Inform students that they will have an opportunity to examine documents from this immigration period. These documents are those of five picture brides who came to the United States in the early 1900s. Distribute one of the five Activities #1–5 to each group.

7. Allow each group 30 minutes to work through the small group activities.

8. Reporters from each group should share the photographs of the Japanese immigrant men and picture brides, and describe their small group's activity and report results.

9. Discuss the situation of immigrants coming to the United States today. Ask if they know a family that recently immigrated to the United States. Is their situation similar to that of Japanese immigrants coming to the United States in the late 1880s and early 1900s? What types of conflict did they face? What is the experience of your family with immigration? Focus on the following:

   - cultural differences
   - linguistic differences
   - schooling
   - employment
   - health care
   - housing
   - religious differences

10. Show the following historical slides taken at Angel Island during the early 1900s.

    slide #7: Aerial view of Angel Island
    slide #8: A ship that carried Japanese immigrants to Angel Island
    slide #9: Immigrants arriving on Angel Island
    slide #10: Angel Island facility
    slide #11: Immigrant living quarters on Angel Island
    slide #12: Medical examinations for immigrants on Angel Island
    slide #13: Interrogation Board at the Angel Island facility
    slide #14: "Picture brides" on Angel Island
    slide #15: Chinese boy with Japanese girl on Angel Island

11. Bring closure to this lesson by reviewing the elements of conflict (i.e., participants, goals, interruption, management/resolution methods, results). Also review some of the major events that Japanese encountered in the United States that impacted U.S.–Japan relations. Review the types of conflicts experienced by these immigrants.

12. For homework, assign the short story "Journey of a Picture Bride" and have students examine the various elements of conflict this picture bride faced. Inform students that lesson 3 will focus on methods of conflict resolution and conflict management through a study of events surrounding the Japanese attack of Pearl Harbor.

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ELEMENTS OF CONFLICT

Participants

Goals

Interruption

Management/Resolution Methods

Results

JAPANESE IMMIGRATION TO THE UNITED STATES

The first Japanese came to the United States the result of shipwrecks in the Pacific Ocean during the 1850s. Emigration to the United States began in 1885. In the early 1880s, Japan was experiencing a depression and farmers, in particular, faced tremendous economic hardships. Many farmers lost their land. In 1885, the Japanese government passed laws that allowed Japanese to emigrate, and by 1890 the census indicated that 2039 Japanese were in the United States. By 1900, 24,326 Japanese were in the United States.

There were two main reasons for the large increase in numbers of Japanese immigrants. First, the 1882 Chinese Exclusion Act stopped immigration from China to the United States, resulting in a labor shortage in the western part of the United States. California farmers, for example, needed laborers to work in the fields. Thus, there was an increase in demand for Japanese immigrants who would work as farm laborers.

Second, the Emigrants Protection Law was passed by the Japanese government in 1896. This law required each Japanese emigrant to have someone responsible for his/her financial support in the country of destination. Through the Emigrants Protection Law, the Japanese government attempted to protect its people going abroad. As a result of this law, United States labor contractors began to work with emigration companies in Japan to ensure that the Japanese emigrant would have adequate financial assistance and a guaranteed job in the United States. These emigration companies attracted many Japanese. Between 1899 and 1904, almost 60,000 Japanese came to the United States. Many were attracted by stories of wealth and comfort in the United States by people working for emigration company workers. These emigration companies were also supplying Japanese labor to Hawaii, which was at the time a territory of the United States.

For many Japanese immigrants, however, the stories they heard about the wealth and comfort of the United States were exaggerated. Most encountered tremendous hardships upon arriving in the United States. The types of employment found by the Japanese were primarily in farming, railways, factories, canneries, plant nurseries, and fisheries.

Most of the immigrants were young men. In the 1900 census, only 1000 of 24,326 Japanese in the United States were women. As a result of this, a practice that became known as "picture bride" marriage developed. Most young Japanese immigrant men couldn't afford to travel back to Japan for a bride, so requests were made to their parents, relatives, or friends in Japan to find prospective brides for them. Since these types of marriages often involved the exchange of pictures between the Japanese men in the United States and Japanese women in Japan, the practice was referred to by Americans as "picture bride" marriages. By 1919, there was much U.S. resentment of the practice and the Japanese government stopped issuing passports to Japanese picture brides.

Other issues and events affecting Japanese immigrants in the United States also had profound effects on U.S.-Japan relations. Japanese and all other Asian immigrants were not allowed to become citizens of the United States. This meant that Japanese in the United States could not vote or work in occupations requiring U.S. citizenship.

On October 11, 1906, the San Francisco School Board of Education ordered the segregation of 93 Japanese and Japanese American school children. Many leading educators in California and throughout the United States protested this decision, including President Theodore Roosevelt. The Japanese government was also outraged by this decision. The decision was reversed in 1907.

handout #2

In 1908, Japan, under pressure from the United States, voluntarily agreed to restrict further emigration. This was known as the Gentleman's Agreement, which prohibited the immigration of Japanese laborers into the United States. In 1913, the California legislature passed a law prohibiting Japanese from owning land. This law was called the Alien Land Law. By 1920, the people of California voted to prohibit Japanese from leasing land. The passage of these laws on the purchasing and leasing of land was opposed to President Woodrow Wilson.

The Immigration Act of 1924, which was passed by Congress, provided for the total exclusion of aliens ineligible for United States citizenship. At that time only whites and blacks were eligible for citizenship. This decision greatly impacted U.S.-Japan relations. Japanese immigration to the United States stopped except for a few isolated cases of Japanese entering the United States for family or special occupational reasons.

Instructions

After reading this handout, develop an illustrated timeline that reflects the information in the handout and the changing U.S. attitudes toward immigration from Japan. In addition, you should prepare to discuss one of the many conflicts mentioned in the handout by focusing on the following questions, which are based on the five elements of conflict.

- Who were the participants in the conflict? (These may be individuals, groups, or nations.)
- What were the respective goals of the participants? (Goals may relate to values, interests, or resources.)
- What was the conflict between these participants?
- What were some of the feelings and reactions of the participants?
- What signs, evidence, and signals were there of conflict?
- What options did each of the participants have in responding to the conflict?
- How might these options have affected the original goals of each of the participants?
- Which of these options helped to resolve or manage the conflict?
- Did any of these options escalate the conflict?
- What unpredictable events might have completely changed the conflict?
- In what ways is this conflict difficult to analyze?

PICTURE BRIDES ON ANGEL ISLAND, SHIN IWASAKI

According to the 1900 census, 24,326 Japanese lived in the United States. Of these, only 410 were married women. In 1910, there were 5,581 married women in a U.S. Japanese population of 72,157; and in 1920, there were 22,193 in a U.S. Japanese population of 111,010. It is very difficult to know how many of these married women came as "picture brides." The Immigration Station in San Francisco on Angel Island, however, estimates the number of picture brides admitted between 1912-1919 as 5,273. Upon arrival to the United States, picture brides were interviewed on Angel Island in San Francisco Bay before being allowed to go ashore.

In this activity, your group will be examining immigration documents of a picture bride from the United States National Archives.

a. Examine Document #1. This is the text of the interview of Shin Iwasaki, a Japanese women who had recently arrived from Japan, and her husband, Teizo Iwasaki, a Japanese citizen who had been living in California for the past eight years. Assign one group member to read the questions (the questions follow the Q's) and two group members to read the answers given by the husband and wife (the answers follow the A's). Read the interview aloud.

b. Following the reading of the interview, examine Document #2, a handwritten letter from Mrs. H. L. Sauers; Document #3, Medical Certificate of Release; Document #4, photographs of Shin Iwasaki and Teizo Iwasaki; Document #5, Consulate General of Japan letter; and Document #6, Form 2523, marriage license.

c. Reflect on the following:

- Did any question(s) in the interview surprise you? Are there questions you think are inappropriate? Why? Which questions (if any) would you add?
- Why do you think Mrs. H. L. Sauers and the Consul General of Japan were required to write a letter on Teizo Iwasaki's behalf?
- Comment on the differences in dress between Shin Iwasaki and Teizo Iwasaki.
- Comment on the Medical Certificate of Release and the marriage license.
- Based on the documents, what types of conflict are evident?

d. Imagine you are Shin Iwasaki and you have finally arrived on Angel Island after 3-4 weeks at sea. This is your first time in a new land and you will be meeting your husband, Teizo Iwasaki, for the first time soon. Write a poem or two that captures your feelings and the conflicts you feel. Sketch a picture which illustrates the poetry and captures the conflicts being experienced. Share this with the class.

SPL 342

Department of ~~Commerce~~ and Labor
IMMIGRATION SERVICE
SAN FRANCISCO, CAL.

May 8, 1913

No. 12667
19-6

In the matter of
the application of
SHIN IWASAKI Brm 1893
Japanese P.B.
Ex. S.S. TENYO MARU
May 5, 1913 #
For admission to the
UNITED STATES

A meeting of a
BOARD OF SPECIAL INQUIRY
ANGEL ISLAND STATION
composed of

Inspector	D. J. Griffiths, Chr.
Inspector	J. A. Robinson
~~Inspector~~ Clerk	E. I. Kimmel
Stenographer	H. Schmoldt
Interpreter	E. C. Haworth

Medical certificate release

Held for SPECIAL INQUIRY by Inspector W. E. Swasey as Chr.
By Chairman:- - applicant sworn -

Q What is your name and age? A. Shin Iwasaki, age 20.
(presents passport 231575 dated April 8, 1913 to U.S.A.)
Q Are you a subject of the Emperor of Japan? A. Yes.
Q Did you arrive at this port on the ss Tenyo Maru on the 5th inst. from Yokohama? A. Yes.
Q What were you doing for a living in Japan? A. Helping my people who were farmers.
Q How many times have you been married? A. Once.
Q When did that take place? A. In May of last year by photograph. (presents photo of alleged husband)
Q If landed now are you willing to be married according to the laws and customs of this state? A. Yes.
Q What is your husband's name? A. Teizo.
Alleged husband appears:-
Q Who is this man? A. My husband.
Witness sworn:-
Q Who is this woman? A. My wife.
Q What is your name and age? A. Teizo Iwasaki, age 26 years and 3 months.
(presents consular certificate)
Q Are you a subject of the Emperor of Japan? A. Yes.
Q How long have you been in the U.S.? A. A little over eight years.
Q Did you come direct to this country from Japan? A. I ~~enter~~ came to Seattle direct.
(alien produces passport 3041 to Seattle, U.S.A. dated Nov. 1, 1904, passed Dec. 3, 1904 at Seattle U.S.A., U.S. Immigration Office)
(produces letter signed by Mrs. H. L. Sauers setting forth that this man is of good character and that she has leased land to him)

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(produces inspection card dated Nove. 15, 1904 of SS Iyo Maru, passed by Inspector A. H. Geffeney)
(presents land lease dated August 1, 1912 between T. Iwasaki and Mrs. H. L. Sauers for some land in Coachella, California)

Q What is your business? A. Farmer at Coachella, Riverside County, Cal.
Q What is your net income? A. My own income is about $1000. a year net.
Q How many acres do you have there? A. 34.
Q Have you a bank account? A. No.
Q How much cash do you have with you? A. $220.
Q How many times have you been married? A. This is the first.
Q When did this take place? A March 1, 1912. (presents photo of alleged wife.
(interpreter states that this statement is borne out by family history presented by witness)
Q You were married by photograph were you? A. Yes.
Q If your wife is landed are you willing to be married according to the laws of t his state? A. Yes certainly.
Q What do you expect your wife to do if admitted? A. She will keep house for me.

By Chairman:- It is the unanimous opinion of the Board that inasmuch as the applicant seeks admission as the wife of Teizo Iwasaki an alien resident of the U.S., by reason of a photograph marriage which is not recognized by the laws of California, that she be admitted provided she shall be married according to the laws of California and shall furnish satisfactory evidence of such marriage to the Commissioner of Immigration at this port; and the applicant is so advised.

- - - o o o o - - -

I certify as to the correctness of the foregoing transcript.

H. Schmeckt
Stenographer.

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San Francisco Calif.
May 6-1943.

To Whom it May Concern:-

This is to certify that the bearer Teizo Iwasaki, is at present at a tenant of my ranch at Coachella, That he is a good honest and industrious man and a responsible business man.

Mrs H. L. Sauero.

12667
19-8

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Form 8981.
Ed. Sept. 19-12—25,000.

MEDICAL CERTIFICATE OF RELEASE.

Port of San Francisco, Cal. 5/6/13, 191

Commissioner of Immigration.

This is to certify that Shin Iwasaki, 12650/19-8, age 20

native of Japan, who was HELD FOR OBSERVATION

and who arrived 5/5/13, 191 , per S. S. Tenyo Maru

has been released to-day.

W. C. Billings

Surgeon, P. H. S.

H. E. Ebert. P. A. Surgeon, P. H. S.

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Department of Commerce and Labor

Tsuji Iwasaki

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CONSULATE GENERAL OF JAPAN
331 SANSOME STREET
SAN FRANCISCO, CALIFORNIA

May 3rd, 1913.

TO WHOM IT MAY CONCERN:-

This is to certify that the bearer, Teizo Iwasaki, a subject of Japan, is a resident of Coachella, Cal. where he is a farmer, - - - - - - - and that his wife, Shin Iwasaki, will arrive at this Port from Japan, on the May 5th. by S. S." Tenyo Maru. "

He is a man of good character, and has means to support his wife.

Respectfully,

Y. Numano

Acting Consul General of Japan.

Per Y. F.

Ch. Moeller.

12663
19-8

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Form 2523

County of San Francisco, California,

May 8, 1913.

I hereby certify that I have this day issued to Shin Iwasaki mi-Kobayashi and Teizo Iwasaki a license to marry under the laws of the State of California.

G. L. Munson
(Name)

DEPUTY COUNTY CLERK AND EX-OFFICIO DEPUTY CLERK OF THE SUPERIOR COURT.
(Official title)

San Francisco, California,

May 8, 1913.

I hereby certify that Shin Kobayashi and Teizo Iwasaki have this day presented to me a duly issued license to marry under the laws of the State of California and that I have united said persons in marriage.

Jonro Hirota
(Name)

PASTOR JAPANESE M. E. CHURCH
(Give title, if an official or title and name of church, if a minister.)

12667
19-8

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PICTURE BRIDES ON ANGEL ISLAND, TSU ISOBE

According to the 1900 census, 24,326 Japanese lived in the United States. Of these, only 410 were married women. In 1910, there were 5,581 married women in a U.S. Japanese population of 72,157; and in 1920, there were 22,193 in a U.S. Japanese population of 111,010. It is very difficult to know how many of these married women came as "picture brides." The Immigration Station in San Francisco on Angel Island, however, estimates the number of picture brides admitted between 1912-1919 as 5,273. Upon arrival to the United States, picture brides were interviewed on Angel Island in San Francisco Bay before being allowed to go ashore.

In this activity, your group will be examining immigration documents of a picture bride from the United States National Archives.

a. Examine Document #1. This is the text of the interview of Tsu Isobe, a Japanese women who had recently arrived from Japan, and her husband, Tsunekichi Isobe, a Japanese citizen who had been living in California for the past eleven years. Assign one group member to read the questions (the questions follow the Q's) and two group members to read the answers given by the husband and wife (the answers follow the A's). Read the interview aloud.

b. Following the reading of the interview, examine Document #2, a letter dated May 6, 1913; Document #3, Medical Certificate of Release; Document #4, photographs of Tsu Isobe and Tsunekichi Isobe; Document #5, Consulate General of Japan letter; Document #6, Form 2523, marriage license; and Document #7, Japanese Departing.

c. Reflect on the following:

- Did any question(s) in the interview surprise you? Are there questions you think are inappropriate? Why? Which questions (if any) would you add?
- Why do you think the Consul General of Japan was required to write a letter on Tsunekichi Isobe's behalf?
- Comment on the differences in dress between Tsu Isobe and Tsunekichi Isobe.
- Comment on the Medical Certificate of Release and the marriage license.
- Based on the documents, what types of conflict were evident?

d. Imagine you are Tsunekichi Isobe. You have been living in San Francisco, California, since 1902 and have just seen a picture of Tsu for the first time. Before you decide to marry her, write a letter to her. Share your letter with the class.

SPL 342

Department of Commerce and Labor
IMMIGRATION SERVICE
SAN FRANCISCO, CAL.

No. 12667
18-6

In the matter of
the application of

TSU ISOBE
Japanese P.B.
Ex. S.S. TENYO MARU #
May 5, 1913
For admission to the
UNITED STATES

11—4570

May 8, 1913
A meeting of a
BOARD OF SPECIAL INQUIRY
ANGEL ISLAND STATION
composed of

Inspector	D. J. Griffiths, Chr.
Inspector	J. A. Robinson
~~Inspector~~ Clerk	E. L. Kimmel
Stenographer	H. Schmoldt
Interpreter	B. C. Haworth

Medical certificate release

Held for SPECIAL INQUIRY by Inspector W. F. Swasey as LPC

By Chairman:- - applicant sworn -

Q What is your name and age? A. Tsu Isobe, age 26 years.
(presents passport 43204 dated April 18, 1913 to U.S.A.)
Q Are you a subject of the Emperor of Japan? A. Yes.
Q Did you arrive here on the SS. "Tenyo Maru" on the 5th inst? A. Yes from Yokohama.
Q What were you doing for a living in Japan? A. I examined silk worm eggs for the government.
Q Are you married? A. Yes.
Q How long have you been married? A. Since last June, by photograph.
Q Have you ever been married before? A. No.
Q If landed are you willing to be married according to the laws and customs of this country? A. Yes.
Q How much money have you? A. $50.

Alleged husband appears:-

Q Who is this man? A. My husband.

Witness sworn:

Q Who is this woman? A. My wife
Q What is your name and age? A. Tsunekichi Isobe, age 31. (presents consular certificate)
Q Are you a subject of the Emperor of Japan? A. Yes.
Q How long have you lived in the U.S.? A. Since 1902.
Q Where have you been living? A. I live at 582 Hemlock Street, San Francisco, now.
Q Have you been out of the U.S. since you arrived here ten years ago? A. No.
Q Have you a passport? A. My passport was destroyed at the time of the earthquake.
Q Have you any evidence to show that you have been in this country for three years? A. (alien produces certificate setting forth that the witness has been a resident in the state for the last ten years, and has been engaged in the express business since that time, signed by F. Domoto)

A

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Q Have you any tax receipts or any other evidence to show that you have been here for any length of time? A. I have not brought anything else with me.
Q Where were you living at the time of the earthquake? A. At 520 Jesse St.
Q What hotel was located there then? A. The Iki Hotel, the Emomoto Hotel.
Q What is your business? A. The express business.
Q Where are you located? A. At 582 Hemlock St.
Q What do you consider your business worth? A. About $2000.
Q How much money have you with you? A. Over $300.
Q What does this property consist of that you value at $2,000? A. Horses and wagons.
Q Do you employ any other person? A. Yes one.
Q Have you any partners? A. I have one partner.
Q What is your individual interest in the concern? A. I have 70%.
Q Are you a married man, and if so how long have you been married? A. Here is my wife. I was married last July by photograph. (presents photo of alleged wife)
Q Were you ever married before? A. No.
Q Was your wife ever married before do you know? A. No.
Q What do you expect her to do if she is landed? A. Keep house for me as my wife.
Q If landed are you willing to be married according to the laws and customs of this state? A. Yes.

By Chairman:- It is the unanimous opinion of the Board that inasmuch as the applicant seeks admission as the wife of ~~Usaku Hashimoto, an al~~ Tsunekichi Isobe, an alien resident of the United States by reason of a photograph marriage which is not recognized by the laws of California, that she be admitted, provided she shall be married according to the laws of California and shall furnish satisfactory evidence of such marriage to the Commissioner of Immigration at this port; and the applicant is so advised.

- - - - - - -

I certify as to the correctness of the foregoing transcript.

W. Schmeltz

Stenographer.

A

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12667
18-6

San Francisco, May 6th, 1913.

To All Whom It May Concern:

This is to certify that Mr. Tsunekichi Isobe, the bearer of this note, has been a resident in this city for over last ten years and has been engaged in express business for that time, during which I have known him well, and further that he is now located at 582 Hemlock Street of this city and is still engaged in same business.

Respectfully yours,

Per _____

TREASURY DEPARTMENT,
PUBLIC HEALTH SERVICE.
Form 8951.
Ed. Sept. 12-12—25,000.

MEDICAL CERTIFICATE OF RELEASE.

Port of San Francisco, Cal 5/6/13, 191

Commissioner of Immigration.

This is to certify that Tsu Isobe, 12667/18-6, age 26

native of Japan, who was ~~xxxxxxxxxxxx~~ HELD FOR OBSERVATION

and who arrived 5/5/13, 191 , per S. S. Tenyo Maru

has been released to-day.

W. C. Billings

2—870 Surgeon, P. H. ~~and M. and H.~~ S.

H. E. Ebert, P. A. Surgeon, P. H. S.

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CONSULATE GENERAL OF JAPAN
331 SANSOME STREET
SAN FRANCISCO, CALIFORNIA

May 5th 1913.

TO WHOM IT MAY CONCERN:-

This is to certify that the bearer, Tsunekichi Isobe a subject of Japan, is a resident of San Francisco, where he is a express man and that his wife, Tsuu Isobe will arrive at this Port from Japan, on the May 5th by S. S." Tenyo Maru "

He is a man of good character, and has means to support his wife.

Respectfully,

Yasutaro Numano.

Consul General of Japan.

Per

Chancellor.

12667
18-6

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Form 2523

County of San Francisco, California,

May 8, 1913.

I hereby certify that I have this day issued to Iku Isobe Ni Sugita and Tsunekichi Isobe a license to marry under the laws of the State of California.

G. L. Munson
(Name)
DEPUTY COUNTY CLERK AND EX-OFFICIO DEPUTY CLERK OF THE SUPERIOR COURT.
(Official title)

San Francisco, California,

May 8, 1913.

I hereby certify that Iku Sugita and Tsunekichi Isobe have this day presented to me a duly issued license to marry under the laws of the State of California and that I have united said persons in marriage.

Zenro Hirota
(Name)
PASTOR JAPANESE M. E. CHURCH
(Give title, if an official or title and name of church, if a minister.)

12667
18-6

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JAPANESE/DEPARTING

San Francisco, Calif.
March 17, 1938

Re-Entry Permit No. 1190868

Name TSU ISOBE

Sex ~~Male~~ Female Age 50

Height 5 ft. 1 inches. Weight 120 lbs.

Residence 1432 O'Farrell St. San Francisco, California

Occupation Housewife

Japanese Passport No. 43204

Admitted in U. S. A. May 8, 1913 (DATE) San Francisco (PORT)

Physical Marks Two small moles left cheek

Admitted, Ex.S/S "Tenyo-Maru"

12667/18-6

Born Japan 1887

Date of Departing 3/17/1938

DEPARTED FROM SAN FRANCISCO
PER STEAMER
TITIBU MARU
MAR 17 1938

Name of Vessel Titibu-Maru

Tsu Isobe

H. F. Duff

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PICTURE BRIDES ON ANGEL ISLAND, SAME HASHIMOTO

According to the 1900 census, 24,326 Japanese lived in the United States. Of these, only 410 were married women. In 1910, there were 5,581 married women in a U.S. Japanese population of 72,157; and in 1920, there were 22,193 in a U.S. Japanese population of 111,010. It is very difficult to know how many of these married women came as "picture brides." The Immigration Station in San Francisco on Angel Island, however, estimates the number of picture brides admitted between 1912-1919 as 5,273. Upon arrival to the United States, picture brides were interviewed on Angel Island in San Francisco Bay before being allowed to go ashore.

In this activity, your group will be examining immigration documents of a picture bride from the United States National Archives.

a. Examine Document #1. This is the text of the interview of Same Hashimoto, a Japanese women who had recently arrived from Japan, and her husband, Usaku Hashimoto, a Japanese citizen who had been living in California for the past ten years. Assign one group member to read the questions (the questions follow the Q's) and two group members to read the answers given by the husband and wife (the answers follow the A's). Read the interview aloud.

b. Following the reading of the interview, examine Document #2, an Affidavit; Document #3, a letter dated April 24, 1912; Document #4, photographs of Same Hashimoto and Usaku Hashimoto; Document #5, Form 2523, marriage license; Document #6, Medial Certificate of Release; Document #7, Consulate General of Japan letter.

c. Reflect on the following:

- Did any question(s) in the interview surprise you? Are there questions you think are inappropriate? Why? Which questions (if any) would you add?
- Why do you think Mr. C.C. Conwell and the Consul General of Japan were required to write a letter on Usaku Hashimoto's behalf?
- Comment on the differences in dress between Same Hashimoto and Usaku Hashimoto.
- Comment on the Medical Certificate of Release and the marriage licenses.
- Based on the documents, what types of conflict are evident?

d. Most immigrants like Same Hashimoto left Japan, not knowing if they would ever see their country of birth again. One woman who left Japan in the early 1900s wrote the following haiku poem:

With tears in my eyes
I turn back to my homeland
Taking one last look
(From Takaki, Ronald. *Strangers From a Different Shore*)

Imagine you are leaving your country to a place you have never seen. Compose a haiku poem or two to express your feelings. Keep the following simple haiku rules in mind:

activity #3

(1) structure: three lines; 17 syllables, in 5-7-5 order
(2) grammar/syntax: not full sentences
(3) rhyme scheme: no rhyme scheme
(4) subject: usually nature with a specific season; one's personal experience
(5) theme: usually only one per poem
(6) poetic diction (vocabulary): concrete, natural images; few words, lack of unnecessary repetition; use of special words that immediately evoke the particular season or feeling in the reader's mind

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SPL. 312

Department of Commerce and Labor
IMMIGRATION SERVICE
SAN FRANCISCO, CAL.

No. 12667
8-14

In the matter of
the application of
SAME HASHIMOTO
~~Japanese~~ P.B.

Ex. S.S. TENYO MARU #
May 5, 1913 ex-S F
For ~~admission to the~~
UNITED STATES

Born Japan 1894

May 8, 1913
A meeting of a
BOARD OF SPECIAL INQUIRY
ANGEL ISLAND STATION
composed of

Inspector	D. J. Griffiths, Chr.
Inspector	J. A. Robinson
~~Inspector~~ Clerk	E. L. Kimmel
Stenographer	H. Schmoldt
Interpreter	B. C. Haworth

Medical certificate release

Held for SPECIAL INQUIRY by Inspector T. N. Swasey as LPC

By Chairman:- - applicant sworn -

Q What is your name and age? A. Same Hashimoto, age 19 years. (presents passport 208774 dated November 22, 1912 to U.S.A.)
Q Were you born in Japan? A. Yes.
Q What were you doing there for a living? A. Farming.
Q Did you arrive on the SS. Tenyo Maru on t he 5th instant? A. Yes from Nagasaki applying for admission as a photograph bride. (produces photo of alleged husband)
Q Are you married? A. Yes.
Qq What is your husband's name? A. Usaku.
Q How much money do you have? A. $50.
Q When were you married to your husband? A. In June, 1911 by photograph.
Q If landed are you willing to be married according to the laws and customs of this state? A. Yes.

Alleged husband appears:-

Q Who is this man? A. My husband Mr. Hashimoto.

Witness sworn:-

Q Who is this woman? A. My wife.
Q What is your name and age? A. Usaku Hashimoto, age 34. (Consular Certificate presented)
Q Were you born in Japan? A. Yes.
Q How long have you been in the U.S.? A. About ten years.
Q Have you a passport? A. My passport was destroyed in a fire in San Jose.
Q Have you any evidence to show that you have been in the U.S. over three years? A. Yes. (witness produces affidavit signed by one C. C. Conwell setting forth that he has known the witness Usaku Hashimoto for some years and that he is a man of good character, and that to the best of his information said Usaku Hashimoto has been in the U.S. since July, 1904. -- He also presented letter signed by the same person who seems to be a doctor of dentistry in which he says that the wit ness came to this country on the SS. Korea from Honolulu to San Francisco.)

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Q What is your business? A. I have a laundry in Berkeley at 2923 College Avenue.
Q How long have you been known to Dr. Conwell? A. Since I first came to this country.
Q When was that? A. Since 1904.
Q You have resided continuously in this country since that time have you? A. Yes.
Q How much money have you with you? A. About $278.
Q How much means do you have all told? A. About $1,000.
Q Have you any partners in the laundry? A. I have one partner.
Q What is your income? A. Our income is something over $300. a month. Some months it is much more than that.
Q Are you a married man? A. My wife is here by my side.
Q How long have you been married and how? A. I was married the year before last by photograph. (presents photo of alleged wife)
Q Have you ever been married before? A. I was married before I came to America but my wife died in Hawaii.
Q How long has she been dead? A. Since 1902.
Q Have you any children? A. No.
Q Has this wife ever been married before do you know? A. No.
(presents family register which interpreter states coincides with the one presented by applicant and shows registration of present marriage in June, 1911)
Q If your wife is landed are you willing to be married according to the laws and customs of this state? A. Yes.
Q What do you expect your wife to do here? A. Keep house for me.
By E. L. Kimmel:-
Q Will she work in the laundry? A. No.
By Inspector Robinson:-
Q Have you ever been interested in the landing of any other Japanese woman to the United States? A. No sir.

By Chairman:- It is the unanimous opinion of the Board that inasmuch as the applicant seeks admission as the wife of Usaku Hashimoto, an alien resident of a the United States, by reason of a photograph marriage which is not recognized by the laws of California, that she be admitted, provided she shall be married according to the laws of California and shall furnish satisfactory evidence of such marriage to the commissioner of Immigration at this port; and the applicant is so advised.

- - - - -

I certify as to the correctness of the foregoing transcript.

H. Schmidt.
Stenographer.

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12667
8-14

A F F I D A V I T.

.....

C. C. CONWELL, being first duly sworn, says that he is a resident of Berkeley, Alameda County, California, residing at 2801 Piedmont Avenue;

That he is personally acquainted with USAKU HASHIMOTO, mentioned in the within certificate of character; that he knows him to be of good, moral character, and to the best of his information and belief, said USAKU HASHIMOTO has been in the United States since July 1st, 1904.

(Signed) C. C. Conwell

Subscribed and sworn to before me,
Geo. E. Kay Notary Public in and
for the County of Alameda, State of
California, this 19th day of June, 1912.

Berkeley, Calif.. April,24th, 1912.

To whom it may concern:-

This is to certy that the bearer of this letter Usaku Hashimoto, is a resident of Berkeley, Calif., where He keeps suits cleaning business is the resident.

He came to this Country July 1st,1904, on taking steamer, Korea from Honolulu to San Francisco.

He is good character and honest man.

Respect trully,

C. C. Cornwell D. D. S.
2501 Piedmonts ave.
Berkeley Calif.

Signature of bearer.

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Department of Commerce and Labor

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activity #3: document 5

Form 2523

County of San Francisco, California,

May 8, 1913.

I hereby certify that I have this day issued to Same Hashimoto ni-Miyanaga and Usaku Hashimoto a license to marry under the laws of the State of California.

G. L. Munson

(Name)

DEPUTY COUNTY CLERK AND EX-OFFICIO DEPUTY CLERK OF THE SUPERIOR COURT.

(Official title)

San Francisco, California,

May 8, 1913.

I hereby certify that Same Miyanaga and Usaku Hashimoto have this day presented to me a duly issued license to marry under the laws of the State of California and that I have united said persons in marriage.

Benro Hirota

(Name)

PASTOR JAPANESE M. E. CHURCH

(Give title, if an official or title and name of church, if a minister.)

12667
8-14

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TREASURY DEPARTMENT,
PUBLIC HEALTH SERVICE.
FORM 6951.
Rd. Sept. 13-19—25,000.

MEDICAL CERTIFICATE OF RELEASE.

Port of San Francisco, Cal. 5/6/13, 191

Commissioner of Immigration.

This is to certify that Same Hashimoto, 12667/8-14, age 19

native of Japan, who was ~~affected with~~ HELD FOR OBSERVATION

and who arrived 5/5/13, 191 , per S. S. Tenyo Maru

has been released to-day.

W. C. Billings

Surgeon, P. H. ~~and M. H.~~ S.

H. Gilbert

P. A. Surgeon, P. H. S.

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CONSULATE GENERAL OF JAPAN
331 SANSOME STREET
SAN FRANCISCO, CALIFORNIA

May 5th, 1913

TO WHOM IT MAY CONCERN:-

This is to certify that the bearer, Usaku Hashimoto, a subject of Japan, is a resident of Berkeley, Cal. where he keeps suits cleaning, and that his wife, Same Hashimoto, will arrive at this Port from Japan, on the May 5th by S. S." Tenyo Maru. "

He is a man of good character, and has means to support his wife.

Respectfully,

J. Namano
Acting Consul General of Japan.
Per J. F.
Chancellor.

12667
8-14

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Picture Brides on Angel Island

According to the 1900 census, 24,326 Japanese lived in the United States. Of these, only 410 were married women. In 1910, there were 5,581 married women in a U.S. Japanese population of 72,157; and in 1920, there were 22,193 in a U.S. Japanese population of 111,010. It is very difficult to know how many of these married women came as "picture brides." The Immigration Station in San Francisco on Angel Island, however, estimates the number of picture brides admitted for 1912-1919 as 5,273. Upon arrival to the United States, picture brides were interviewed on Angel Island in San Francisco Bay before being allowed to go ashore.

In this activity, your group will be examining immigration documents of a picture bride from the United States National Archives.

a. Examine Document #1. This is the text of the interview of Shizuno Nishimori , a Japanese women who had recently arrived from Japan, and her husband, Taichi Nishimori, a Japanese citizen who had been living in California for the past seven years. Assign one group member to read the questions (the questions follow the Q's) and two group members to read the answers given by the husband and wife (the answers follow the A's). Read the interview aloud.

b. Following the reading of the interview, examine Document #2, Consulate General of Japan letter; Document #3, Medical Certificate of Release; Document #4, photographs of Shizuno Nishimori and Taichi Nishimori; and Document #5, Form 2523, marriage license.

c. Reflect on the following:

- Which question(s) in the interview surprised you? Are there questions you think are inappropriate? Why? Which questions (if any) would you add?
- Why do you think the Consul General of Japan was required to write a letter on Taichi Nishimori's behalf?
- Comment on the differences in dress between Shizuno Nishimori and Taichi Nishimori.
- Comment on the Medical Certificate of Release and the marriage license.
- Based on the documents, what types of conflict are evident?

d. Here is a photograph of five picture brides on Angel Island. One of the women is Shizuno Nishimori. As a group, write a 5-10 minute script of these five women talking the day before they are to meet their husbands for the first time. Assign roles and present this skit to the class.

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Form 348

Department of Commerce and Labor
IMMIGRATION SERVICE
SAN FRANCISCO, CAL.

No. 12667
18-19

May 8, 1913

A meeting of a
BOARD OF SPECIAL INQUIRY
ANGEL ISLAND STATION
composed of

Inspector	D. J. Griffiths, Chr.
Inspector	J. A. Robinson
~~Inspector~~ Clerk	E. L. Kimmel
Stenographer	H. Schmoldt
Interpreter	B. C. Haworth

In the matter of
the application of

SHIZUNO NISHIMORI
Japanese P.B.

Ex. S.S. TENYO MARU
May 5, 1913 NYK SF #
For admission to the
UNITED STATES

Born Japan 1895

Testimony written and filed MAY 10 1913

Medical certificate release

Held for SPECIAL INQUIRY by Inspector W. W. Swasey as LPC

By Chairman:- - Applicant sworn -

Q What is your name and age? A. Shizuno Nishimori, age 18 years and 7 months. (presents passport 232722 dated March 23, 1913 to U.S.A.)
Q Are you a subject of the Emperor of Japan? A. Yes.
Q Did you arrive here on the SS. Tenyo Maru on the 5th inst? A. Yes from Yokohama.
Q What were you doing for a living in Japan? A. I helped my father and my family at home who are farmers.
Q How many times have you been married? A. This is the first time.
Q When did this take place? A. In March of last year by photograph. (presents photo of alleged husband)
Q If landed now are you willing to be married according to the laws and customs of this state? A/ yes.

Alleged husband appears:-

Q Who is this man? A. My husband.

Witness sworn:-

Q Who is this woman? A. My wife.
Q What is your name and age? A. Taichi Nishimori, age 31. (presents consular certificate)
Q Are you a subject of the Emperor of Japan? A. Yes.
Q How long have you been in the U.S.? A. Since 1906.
Q Did you come directly form Japan to this country? A. I came from Hawaii.
Q Did you arrive at this port on the SS. Alameda June 20, 1906? A. It was in June 1906. (presents passport 35722 dated April 18, 1906, stamped SS. Alameda, June 20, 1906)
Q Have you been out of the U.S. since that time? A. No.
Q What is your business? A. Farmer at Gardena, Los Angeles County, Cal.
Q Have you any evidence to show that you have been in the U.S. for that length of time other than that certifcate? I have tax receipt but I did not bring them with me.

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12667
18-19 (Shizuno Nishimori) 2 5/8/13

(alien produces land lease to the effect that Geo. W. Chandler has leased the witness some land in Los Angeles County for a term of years ending Dec. 2, 1914)

Q What is your net income from this land? A. About $700. or $800. on the average.
Q Have you any money with you? A. I have $190. with me.
Q Have you a bank account? A. Yes. (presents book which shows that he has $520. on deposit)
Q How many times have you been married? A. Only once.
Q When did this take place? A. I think it was March 18th of last year by photograph. (presents photo of alleged wife)
(presents family history which interpreter states verifies statement of witness and shows no other marriage)
Q If your wife is landed now are you willing to be married according to the laws and customs of this state? A. Yes.
Q What do you expect to do here if landed? A. Keep house for me.
Q What is your post office address? A. R.F.D. 149-D, Gardena.

By Chairman:- It is the unanimous opinion of the Board that inasmuch as the applicant seeks admission as the wife of Taichi Nishimori, an alien resident of the United States, by reason of a photograph marriage which is not recognized by the laws of California, that she be admitted, provided she shall be married according to the laws of California, and shall furnish satisfactory evidence of such marriage to the Commissioner of this port; and the applicant is so advised.

- - - - - -

I certify as to the correctness of the foregoing transcript.

M. Schonfeld

Stenographer.

A

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CONSULATE GENERAL OF JAPAN
331 SANSOME STREET
SAN FRANCISCO, CALIFORNIA

May 7th., 1913.

TO WHOM IT MAY CONCERN:-

This is to certify that the bearer, Taichi Nishimori, a subject of Japan, is a resident of Gardena, Los Angeles county Cal. where he is engaged as a farmer------- and that his wife, Shizuno Nishimori arrived at this Port from Japan, on the 5th. inst by S. S." Tenyo-Maru "

He is a man of good character, and has means to support his wife.

Respectfully,

Yasutaro Numano.

Consul General of Japan.

Per

Y. Inaba

Chancellor.

12667

18-19

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TREASURY DEPARTMENT,
Public Health Service.
Form 8851.
Ed. Sept. 15-12—25,000.

MEDICAL CERTIFICATE OF RELEASE.

Port of San Francisco, Cal. 5/6/13, 191

Commissioner of Immigration.

18-19

This is to certify that Shizuno Nishimori,12667/, age 18

native of Japan, who was ~~xxxxxxxxxxxxxx~~ HELD FOR OBSERVATION

and who arrived 5/5/13, 191 , per S. S. Tenyo Maru

has been released to-day.

W.C. Billings

Surgeon, P. H. ~~xxxxxxx~~ S.

H.E. Bert

P. A. Surgeon, P. H. S.

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activity #4: document 4

Department of Commerce and Labor

Shizuo Nishimori

Taichi Nishimuri

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Form 2523

County of San Francisco, California,

May 8, 1913.

I hereby certify that I have this day issued to Shizuno Nishimori ni Matsuda and Taichi Nishimori a license to marry under the laws of the State of California.

G. L. Munson
(Name)
DEPUTY COUNTY CLERK AND EX-OFFICIO DEPUTY CLERK OF THE SUPERIOR COURT.
(Official title)

San Francisco, California,

May 5, 1913.

I hereby certify that Shizuno Matsuda and Taichi Nishimori have this day presented to me a duly issued license to marry under the laws of the State of California and that I have united said persons in marriage.

Jenro Hirota
(Name)
PASTOR JAPANESE M. E. CHURCH
(Give title, if an official or title and name of church, if a minister.)

12667
18-19

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PICTURE BRIDES ON ANGEL ISLAND, HIDE UOTA

According to the 1900 census, 24,326 Japanese lived in the United States. Of these, only 410 were married women. In 1910, there were 5,581 married women in a U.S. Japanese population of 72,157; and in 1920, there were 22,193 in a U.S. Japanese population of 111,010. It is very difficult to know how many of these married women came as "picture brides." The Immigration Station in San Francisco on Angel Island, however, estimates the number of picture brides admitted between 1912-1919 as 5,273. Upon arrival to the United States, picture brides were interviewed on Angel Island in San Francisco Bay before being allowed to go ashore.

In this activity, your group will be examining immigration documents of a picture bride from the United States National Archives.

a. Examine Document #1. This is the text of the interview of Hide Uota, a Japanese women who had recently arrived from Japan, and her husband, Kantaro Uota, a Japanese citizen who had been living in California for the past nine years. Assign one group member to read the questions (the questions follow the Q's) and two group members to read the answers given by the husband and wife (the answers follow the A's). Read the interview aloud.

b. Following the reading of the interview, examine Document #2, a letter from L. B. Church; Document #3, Medical Certificate of Release; Document #4, photographs of Hide Uota and Kantaro Uota; Document #5, Consulate General of Japan letter; and Document #6, Form 2523, marriage license.

c. Reflect on the following:

- Did any question(s) in the interview surprise you? Are there questions you think are inappropriate? Why? Which questions (if any) would you add?
- Why do you think L. B. Church and the Consul General of Japan were required to write a letter on Kantaro Uota's behalf?
- Comment on the differences in dress between Hide Uota and Kantaro Uota.
- Comment on the Medical Certificate of Release and the marriage license.
- Based on the documents, what types of conflict are evident?

d. Imagine you are Hide Uota and you cannot express your feelings in English to non-Japanese immigrants on Angel Island. Use art to illustrate your feelings. Share this with the class.

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Department of Commerce and Labor

IMMIGRATION SERVICE

SAN FRANCISCO, CAL.

No. 12667
16-11

May 8, 1913

A meeting of a
BOARD OF SPECIAL INQUIRY
ANGEL ISLAND STATION
composed of

In the matter of
the application of

HIDE UOTA
~~Japanese~~ P.B.

Ex. S.S. TENYO MARU #
May 8, 1913.
For admission to the
UNITED STATES

Born Japan 1887

Inspector	D. J. Griffiths, Chr.
Inspector	J. A. Robinson
Inspector Clerk	E. L. Kimmel
Stenographer	H. Schmoldt
Interpreter	B. C. Haworth

Medical certificate release

Held for SPECIAL INQUIRY by Inspector W. N. Swasey as LPC

By Chairman:- - applicant sworn -

Q What is your name and age? A. Hide Uota, age 26 years and 5 months. (presents passport 39898 dated April 15, 1913 to U.S.A.)
Q Did you arrive at this port on the Tenyo Maru on the 5th instant from Kobe? A. Yes.
Q What were you doing for a living in Japan? A. I helped my people who were farmers.
Q How may times have you been married? A. Twice.
Q What is the date of your last marriage? A. In June 1912.
Q Was that by photograph? A. Yes. (presents photo of alleged husband)
Q What is your husband's name? A. Kantaro Uota.
Q When were you married before? A. I don't remember exactly. It was when I was 20 years old.
Q What was that husband's name? A. Tokoichi Nakada.
Q If landed now are you willing to be married according to the laws and customs of this state? A. Yes.
Q Have you ever had any children? A. I had one child by my first husband.
Q Where is that child now? A. She is with her father's people.
Q They are rearing the child are they? A. Yes.

Alleged husband appears:-

Q Who is this man? A. My husband?.

Witness sworn:-

Q Who is this woman? A. My wife.
Q What is your name and age? A. Kantaro Uota, age 33. (presents consular certificate)
Q Are you a subject of the Emperor of Japan? A. Yes.
Q When did you come to the U.S.? A. In July ~~1904~~ 1904 from Hawaii.
Q How long did you live in Hawaii? A. About 2 years.
Q Where is your passport? A. My passport was destroyed by a fire in Fresno where I left my baggage in 1906.

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12667
16-11 (Hide Uota) 2 5/8/13

Q Have you any evidence to show that you have been in the country for any length of time? A. (produces affidavit signed by one L. B. Church who states that he has known K. Uoto for a period of about 5 or 6 years, and furthermore that he has had business transaction with him in leasing land in Fresno County.) (also produces an agreement dated October 3, 1910 with one L. B. Church, County of Fresno, for the le ase of some land for a period of six years from January 1, 1916)
Q What is your business? A. Vegetable farming in Fresno County.
Q What is your net income? A. About $1,000 a year.
Q How much money have you with you? A. About $200.
Q Besides these certificates which you produce? A. Yes. (aliens produces certificates of deposit of the Yokohama Specia Bank for about $1,000.)
Q How many times have you been married? A. This is my first marriage.
Q When did this take place? A. In June of last year by photograph. (presents photo of alleged wife)
(presents family history which interpreter states agrees with statement of alien)
Q If your wife is landed are you willing to be married according to t he laws and customs of this state? A. Yes.
Q What do you expect her to do if admitted? A. Keep house for me and when I am very busy she will help me on the farm.
Q Would it make any difference to you if your wife had been married before? A. No.
Q What will be your post office address? A. C/C J. Tubota, 926 F. St., Fresno? Cal.

By Chairman:- It is the unanimous opinion of the Board that inasmuch as the applicant is seeking admission as the wife of Kantaro Uota, an alien resident of the United States, by reason of a photograph marriage which is not recognized by the laws of California, that she b e admitted, provided she shall be married according to the laws of California and shall furnish sta satisfactory evidence of such marriage to the Commissioner of Immigration at this port; and the applicant is so advised.

- - - o o o - - -

I certify as to the correctness of the foregoing transcript.

H. Schmidt
Stenographer.

A

TO WHOM IT MAY CONCERN:

This is to certify that the undersigned has been acquainted with one, Z. Uota for a period of about five or six years; that during the greater part of said time, said Z. Uota has been a tenant leasing a portion of land owned by the undersigned; that he now has a valid existing lease upon a portion of the real estate belonging to the undersigned, which he is leasing for farming purposes under a lease dated October 3rd, 1910, and made for a period of six (6) years from the 1st. day of January, 1910; that said lease is in full force and effect, the terms of which have, up to this date, been complied with; that the undersigned knows the said Z. Uota to be an industrious, hard working man, saving of his money, and that he has accumulated some little means.

L. B. Church

Subscribed and sworn to before me
this 5th day of May, 1913.

C. K. Evans

Notary Public in and for the
County of Fresno, State of California.

BEST COPY AVAILABLE

TREASURY DEPARTMENT,
PUBLIC HEALTH SERVICE.
Form 8951.
Ed. Sept. 12-12—25,000.

MEDICAL CERTIFICATE OF RELEASE.

Port of San Francisco, Cal. 5/6/13, 191

Commissioner of Immigration.

This is to certify that Hide Uoda, 12667/16-11, age 26

native of Japan, who was [redacted] HELD FOR OBSERVATION

and who arrived 5/5/13, 191 , per S. S. Tenyo Maru

has been released to-day.

W. C. Billings

Surgeon, P. H. [redacted] S.

H. G. Bat

P. A. Surgeon, P. H. S.

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CONSULATE GENERAL OF JAPAN
231 SANSOME STREET
SAN FRANCISCO, CALIFORNIA

May 6th, 1913

TO WHOM IT MAY CONCERN:-

This is to certify that the bearer, Kantaro Uota, a subject of Japan, is a resident of Fresno, Cal. where he is a farmer, - - - - - - - and that his wife, Wide Uota, ---will arrived at this Port from Japan, on the May 5th. by S. S." Tenyo Maru. "

He is a man of good character, and has means to support his wife.

Respectfully,

Y. Numano.

Acting Consul General of Japan.

Per Y. Tamura

Chancellor.

12667
16-11 78

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Form 2523

County of San Francisco, California,

May 8, 1913.

I hereby certify that I have this day issued to Hide Noda ni Okada and Kantaro Noda a license to marry under the laws of the State of California.

G. L. Murson
(Name)
DEPUTY COUNTY CLERK AND EX-OFFICIO
DEPUTY CLERK OF THE SUPERIOR COURT.
(Official title)

San Francisco, California,

May 8, 1913.

I hereby certify that Hide Okada and Kantaro Noda have this day presented to me a duly issued license to marry under the laws of the State of California and that I have united said persons in marriage.

Zenro Hirota
(Name)
PASTOR JAPANESE M. E. CHURCH
(Give title, if an official or title and name of church, if a minister.)

12667
16-11

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Journey of A Picture Bride

As you read this story, identify the elements of conflict (i.e., participants, goals, interruption, management/resolution methods, and results) discussed in class.

The stepping stones, worn from many generations of visitors, covered the last few meters leading to my family's gravesite. My final prayer at the gravesite left me wondering if I'd ever be back to Hiroshima to visit my family and ancestors again. As I lit incense to place at the gravestones of my grandfather and grandmother and at least eight generations of ancestors who passed on before me, I thought of the land I was going to called America on December 15, 1909.

Rumor had it that there was abundant food and wealth in America so I wasn't worried about life's necessities, but my anxiety was with my new husband, Buntaro Mukai, whom I married by photograph only a week before. Buntaro Mukai looked very handsome in the only photograph I saw of him. He wore a very striking three-piece suit, as did his friend, Uehata-san. Actually, Uehata-san looked even more handsome than my husband. Here is a copy of the photograph for you to see. I remember the instrument in the photograph, also. It wasn't until many years later in America that I learned it was an accordion, which, by the way, neither of them could play. I agreed to marry Buntaro, even though I had never met him in person and he had never written a letter to me. I later learned that he could neither write nor read Japanese.

The day of my departure was bitter cold and frosty. I boarded the SS *Manchuria* on that memorable day in December. I was 16 years old, and there were only a few other Japanese women on the ship bound for America. I remember seeing Chinese, Korean, and Russian people on the ship, too. This was the first time I heard a foreign language being spoken. I found comfort with the other Japanese women, and together we took one last panoramic view back at Hiroshima. I'll never forget that final fading glance of my hometown. I hope my mother didn't cry too long.

The other Japanese women were also going to America to meet their husbands for the first time. I later learned in America that we were referred to as "picture brides" for obvious reasons—photographs were exchanged between prospective spouses. All of us got sick on the ship from the constant motion. In many ways the voyage reminded me of the small ships my father used to take me on in the Inland Sea. I couldn't hold anything down from the nausea I felt, and I wondered if I would have a chance to freshen up before I met my husband. After three weeks at sea, we finally spotted land, and I was surprised to see that we disembarked on an island instead of in San Francisco. I had to stay on the island for three days for medical tests and interviews. Someone later told me that the place we were staying was an immigration station, and the island was Angel Island.

The day finally arrived when I was to meet Buntaro for the first time. My heart fluttered like the wings of a hummingbird during the first days of spring in Hiroshima. "Are you

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Wakano-san?" were his first words to me. "Yes," I replied and I can't remember what else I said because of my nervousness. Buntaro was shorter that I had expected, but being only 142 cm. myself, he seemed quite a bit taller than me at 155 cm. He had a very soft voice, and his Hiroshima dialect made me feel at home, although I felt like a stranger on a different shore.

We traveled in a car driven by Buntaro's friend, Uehata-san, who also appeared in the photograph with my husband. I still had the photograph of them curled up in my kimono sleeve. Uehata-san was still single, and his parents were neighbors of my husband's back home in Hiroshima. We drove from San Francisco to Salinas. It felt good to be traveling by car after so many weeks on a ship.

I was shocked at the shack Buntaro was living in on the strawberry field where he worked as a laborer. I never could find the three-piece suit he wore in the photograph. I guess he borrowed it from someone.

Between1910 and 1935, I gave birth to 11 children—in fact, my last son's name is Toichi, which means "eleven" in Japanese. We lived in about 15 different towns up and down California during those years. We went wherever crops needed to be harvested.

The roughest years were 1941-45. After the Japanese attack on Pearl Harbor, the United States grew suspicious of us Japanese and Japanese Americans on the West Coast of the United States. We were forced to sell just about everything we had and were required to stay at the Salinas Rodeo Grounds in horse stables while the United States built 10 internment camps for my family and other Japanese Americans. Our camp was in Poston, Arizona, in the desert. We endured life with many contradictions until the end of the war. One of my sons volunteered to fight for the United States Army in Italy. Uehata-san's son worked as an interrogator of Japanese prisoners of war in the Pacific. Those were rough years for my husband and me—truly feeling caught between two nations at war. One of my grandsons was born in Poston, and he was like a beautiful chrysanthemum blossoming in the desert storms. One day in late August 1945, I received a letter from Buntaro's youngest brother, Jiso, in Hiroshima. His letter described the atomic bombing of Hiroshima by the United States. Many of my relatives died in the blast.

After the end of the war, my family moved to Morgan Hill, California, to begin work in the strawberry fields again. We lived in tents for what seemed like an eternity because we had no home to return to after the war. In 1948, my seventh son, Masato, went to Okinawa to serve in the United States Army. I remember feeling so proud of him: he was going back to the country of my birth. I couldn't wait to hear about his stories, and I encouraged him to visit my family's gravesite in Hiroshima.

Identify some of the elements of conflict in this story.

participants:

goals:

interruption:

management/resolution methods:

results:

Lesson 3

PEARL HARBOR

Organizing Questions

What are some methods of conflict resolution and conflict management?
What were some of the immediate Japanese and American impressions and responses to the Japanese attack on Pearl Harbor?

Introduction

In this lesson, students will learn about some methods of conflict resolution and conflict management. Some of the events leading up to Pearl Harbor in addition to President Franklin D. Roosevelt's speech and Emperor Hirohito's speech after the bombing of Pearl Harbor will be analyzed as a case study of international conflict. Also, in small groups, students will examine reactions of people to Pearl Harbor through diaries, short story, telegrams, comics, political cartoons, and personal letters. This lesson should take 2 class periods.

Objectives

knowledge

- to learn about some methods of conflict resolution and conflict management
- to understand the historical background of U.S.–Japan hostilities leading up to Pearl Harbor.
- to learn about the reactions of people and governments to the bombing of Pearl Harbor.
- to analyze the texts of government announcements of a state of war.

attitude

- to appreciate historical events as being inseparable from larger processes, and not as isolated happenings.
- to develop the ability to see events from more than one point of view.

skill

- to work effectively in small groups.
- to analyze primary source documents.

Materials

- Handout #1: Conflict Resolution and Management Methods, transparency and/or one per student
- Handout #2: The Road to Pearl Harbor, one per group
- Handout #3: Text of War Declarations, one per group

- Activity #1: Pearl Harbor Diary, Letter, and Telegram, one copy
- Activity #2: Political Cartoons, one copy
- Activity #3: Pearl Harbor Attack, one copy
- Activity #4: Japanese American Newspapers, one copy
- Activity #5: Pearl Harbor Comics, one copy

Procedure

1. Review (from lesson two) the elements of conflict and the application of these elements to conflict. Inform students that in this lesson, methods of conflict resolution and conflict analysis will be introduced, discussed, and studied in the context of an international conflict, namely, the Japanese attack of Pearl Harbor.

2. Remind the class of the following definitions:

- A participant using a method of conflict resolution wants to resolve the conflict so that it no longer exists.

- A participant using a method of conflict management does not want to resolve the conflict, but also does not want the conflict to escalate.

To make sure that students understand the difference, describe the following conflict situations:

- Consumers boycott a corporation's product because of the corporation's involvement in destroying rainforests in Latin America. The corporation, because of declining profits, stops its involvement in the destruction of rainforests. Consumers resume purchasing the product.

- Drunken driving is a conflict between society and drivers who drive after drinking alcohol. Laws with stiff penalties (e.g., jail, fines, license suspension) for drunken driving discourage drunken driving, but the laws do not entirely stop the problem.

Ask students which of the examples was one of conflict resolution? (The first example is one of conflict resolution because the corporation no longer participates in rainforest destruction and the consumers stopped the boycott.) Which was one of conflict management? (The second example was one of conflict management because although incidents of drunken driving may decline due to the enforcement of stricter laws, drunken driving will continue.)

3. Ask students to list examples of methods of conflict resolution and management. Write these examples on the chalkboard. Using an overhead transparency of Handout #1, Conflict Resolution and Management Methods, supplement the list of methods with the following (you may also want to distribute copies of Handout #1 for each student):

Negotiate:

Participants can talk in order to resolve or manage their conflict. Points of agreement and disagreement are discussed. Negotiation may be informal, which means that parties discuss the issues in an unstructured environment, or it may be formal, which means that participants use a structured system in order to try and reach an agreement. Two types of negotiation are arbitration and mediation. In arbitration, participants select a neutral third party to hear both sides and to make a decision by which the participants have agreed in advance to be bound. In mediation, a third party is selected by participants to hear both sides and to suggest possible courses of action; these suggestions are not binding.

Litigate:

A participant can sue the other participant in civil court or have charges brought against the other in criminal court; nations may file complaints against each other in the International Court of Justice.

Use Pressure:

A participant can use various methods of indirect coercion to influence and change the behavior of the other participant. Some types of pressure and examples include:

- Hold a boycott: A participant can refuse to buy products or services from the other participant. For example, consumers may refuse to purchase a corporation's products because consumers believe the corporation exploits citizens of a Third World nation.
- Protest: A participant can engage in a protest in order to make a point. Protesters can lawfully demonstrate or can practice civil disobedience. For example, a group of people protesting a country's sale of weapons to another nation may demonstrate or use nonviolent civil disobedience in front of government buildings. The demonstrators hope to disrupt the government's daily procedures and convince the government that it should change its weapons policy.
- Strike: Workers withhold their labor power from a corporation. Workers may strike for better working conditions, higher wages, or job security.
- Threaten: A participant may threaten to use military force or some other force. A participant may be bluffing or may actually intend to follow through on the threat.

Hold an Election:

In some settings, especially those within a single state or national government, the process of voting to determine the outcome of a conflict is available. For example, some citizens may want to change their state's environmental laws. They can write a proposal and put it on the ballot, allowing the state's voters to decide the outcome of the conflict.

Compete:

A participant may work singly to achieve an objective, hoping to reach the objective sooner than the other participant. Competition can be economic, military, political, social, etc.

Use Force:

Military or other physical force may be used to coerce a participant into changing its behavior.

Withdraw:

A participant may change its goals in order to withdraw from the conflict.

Compromise:

A participant indicates that it is willing to compromise its position and thereby changes its primary goals.

Refer back to the examples of a consumer boycott and drunken driving. Which methods were used in resolving or managing each case? (In the first case, the consumers used pressure through a boycott, and the corporation compromised with the consumers. In the second case, the enforcement of laws threatens the drunken drivers, lessening the number of incidents of drunken driving.)

4. Continue the discussion by making the following points:

- The boycott was an example of a reactive method of conflict resolution, while the laws on drunken driving are proactive or preventative methods.
- Within a single situation, participants can unilaterally or bilaterally attempt to resolve or manage the conflict.
- Several conflict resolution and management methods can be used simultaneously or in stages throughout the duration of the conflict.
- Some conflicts are neither resolved nor managed, either because methods used by one or both parties are not effective ones or because both parties ignore the conflict. Can students think of examples (from current or historical events) of conflicts that were not resolved or managed on a first attempt?

5. Ask students how they might categorize the conflict resolution and management methods they have discussed. Examples of categorization include:

- methods that utilize manipulation or force and those which don't

- methods that are used by governments and those that aren't
- methods that are utilized by a participant with power to deny power to the other participant and methods that are utilized by a participant with little or no power to gain power
- methods that encourage social change or transformation and those that don't
- methods that recognize common ground between participants and those that don't
- methods that operate through institutions and those which don't
- methods that are violent and those that are nonviolent
- methods that require immediate communication between participants and those that don't
- methods that are competitive and those that aren't
- methods that are bilateral and those that are unilateral
- methods that encourage cooperation and those that don't
- methods that require or encourage consensus decision making between participants and those that don't
- methods that are used primarily in value conflicts and those that aren't typically tied to value conflicts

6. Following this discussion of conflict resolution and management methods, inform students that they will be analyzing some of these methods through a case study of events surrounding the Japanese attack on Pearl Harbor.

7. Have students form small groups of 3-5 students for this lesson.
8. Distribute one copy of Handout #2, The Road to Pearl Harbor, to each group. Have a student in each group read the handout to the small group and allow 10 minutes for discussion of the conflict resolution and management methods mentioned in the handout.
9. Distribute one copy of Handout #3 to each group. Have students analyze the speeches by President Roosevelt and Emperor Hirohito by discussing the questions following the speeches. Allow 15 minutes for discussion. Debrief this activity by having each group share results.

10. Assign one of the activities (#1–5) to each small group.

    Note: Ideally, each group of students should experience at least two of the activities provided: one from either Activity #1, Activity #4, or Activity #5, which give U.S. perspectives; and one from either Activity #2 or Activity #3, which contain both U.S. and Japanese perspectives.

11. Allow 20-30 minutes for students to work through these activities.

12. Have a reporter in each group share results (5–10 minutes per group). Bring closure to this lesson by pointing out the various types of conflict (e.g., intrapersonal, interpersonal, intergroup, intragroup) created by the international conflict surrounding the events of the Japanese attack of Pearl Harbor. The various conflict resolution and conflict management methods discussed are important for students to understand and consider as they face conflict and interpret conflict situations. Announce that in lesson 4, categories of results of conflict are introduced, and global conflict and conflict management and resolution methods will be discussed through a case study of the atomic bombing of Hiroshima.

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Conflict Resolution and Management Methods

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THE ROAD TO PEARL HARBOR

The following is a brief summary of critical international episodes involving the United States, Japan and other nations, ending with the Japanese attack on Pearl Harbor. While reading the handout, prepare to discuss some of the conflict resolution and management methods (see Handout #1) mentioned in class.

In 1853, Commodore Matthew Perry from the United States sailed to Japan to demand that American ships be allowed to land, refuel, and trade on the Japanese islands. The Japanese were amazed by the size of the American ships and were threatened by the guns. Japan opened up to the West, and its program of rapid modernization was motivated in large part by the desire to avoid becoming another European or American colony. In 1860, the first Japanese embassy to the United States exchanged ratification of the Harris Treaty, which allowed for trade between the two countries at several specified ports in Japan. Japan struggled to attain equal status with the so-called "Great Powers" of Europe and America. With victory over China in the Sino-Japanese War of 1895 and the subsequent acquisition of Taiwan, Japan entered the ranks of the world's colonial powers. With victory over Russia in the Russo-Japanese War of 1904-5, Japan joined the ranks of the world's strongest military nations.

But the development by Japan into a modern nation, with all the trappings of industrial development, party politics, overseas colonies, and the like, did not secure for the country equality in the international arena. At the Peace Conference of Versailles at the close of World War I, Japan's appeal for a racial equality clause in the Covenant of the new League of Nations was denied, largely due to American and British resistance. In the 1920s, anti-Japanese sentiment led to the total exclusion of Japanese immigration to the United States, a development that greatly increased Japanese resentment towards America and contributed to Japan's feeling of isolation in the international community.

In the 1930s, Japan's military became increasingly aggressive in Manchuria in northern China. Japan, moreover, began to see itself as having a special role as the defender of Asia against European and American imperialism. Japanese aggression in China was condemned by both the United States and the League of Nations, prompting Japan to withdraw from the League. Tensions over economic interests in China were compounded by the world depression. The war in Europe, however, claimed priority in the minds of most Americans.

In September 1940, Japan signed the Tripartite Pact with Germany and Italy, making Japan the third Axis Power. Japan continued its aggression in French Indochina, and President Roosevelt adopted policies to try and keep Japan from continuing its aggression. The United States declared an embargo on materials such as metal and oil, which were critical to Japan's war efforts. In addition, the United States increased aid to China and fortified its military bases on Guam and in the Philippines. Japan and the United States continued negotiations, with Japan wanting the United States to cut off aid to China and ending the embargo and with the United States asking Japan to renounce the Tripartite Pact and to withdraw from China and French Indochina.

In November 1941, the Japanese First Air Fleet set off for Pearl Harbor. American officials knew that a large Japanese fleet had gone to sea in late November but were not sure of its destination. On December 7, 1941, the Japanese First Air Fleet attacked Pearl Harbor. 19

American ships were sunk or damaged, 149 planes were destroyed, 2,403 Americans died, and 1,178 Americans were wounded.

The bombing of Pearl Harbor was defended by the Japanese as a defensive act against "encirclement" by the ABCD Powers (America, Britain, China, Dutch) and as an act on behalf of the "liberation of Asia" by Japan of what the Japanese referred to as the "Greater East Asia Co-prosperity Sphere." Americans saw it in terms of a barbaric sneak attack that was carried out while the two governments were still in the midst of negotiations concerning China. On December 8, 1941, the United States declared war against Japan. Soon after, Japan's allies, Germany and Italy, declared war on the United States.

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1. Identify two conflicts mentioned in this handout.

2. Describe some of the conflict management or resolution strategies which were utilized to deal with these conflicts.

3. What were the results?

TEXT OF WAR DECLARATIONS

Note: The emperor of Japan during World War II was Emperor Hirohito. He is said to be the 124th monarch in an unbroken line of emperors starting with Jinmu, who founded the country in 660 B.C. and became the first emperor. Until the end of World War II, the emperor had been regarded as sacred and inviolable, but the new constitution adopted in 1947 states: "The Emperor shall be the symbol of the state and of the unity of the people, deriving his position from the will of the people with whom resides sovereign power."

While reading Emperor Hirohito's and President Roosevelt's war declarations, think of conflict management and conflict resolution methods discussed by both. Discussion questions follow these two readings.

***The New York Times*, Monday, December 8, 1941**
Text of War Declaration by Hirohito
By The Associated Press

Los Angeles, Dec. 7–The following is the text of Emperor Hirohito's proclamation declaring war against the United States and Britain, as picked up and translated by the National Broadcasting Company's listening post here:

We, by grace of Heaven, Emperor of Japan and seated on the throne of a line unbroken for ages eternal, enjoin upon thee, our loyal and brave subjects. We hereby declare war upon the United States of America and the British Empire.

The men and officers of our army and navy shall do their utmost in prosecuting the war. Our public servants of various departments will perform faithfully and diligently their appointed duties. The entire nation with united will shall mobilize its total strength so that nothing will miscarry in the attainment of our royal aims.

To insure that solidity of these ages and to contribute to world peace is the far-sighted policy which was formulated by our great, illustrious imperial grandsire's and our great imperial sire's experience, and which we lay constantly to heart to cultivate friendship among nations and to enjoy prosperity in common with all nations.

It has been truly unavoidable and far from our wishes that our Empire has now been brought to crossed swords with America and Britain. More than four years have passed since China, failing to comprehend the true intentions of our empire, and recklessly causing trouble, disturbed the peace of East Asia and compelled our empire to take up arms.

Although there has been reestablished the National Government of China, with which Japan has effected neighborly intercourse and cooperation, the regime that has survived at Chungking, relying upon American and British protection, continues its opposition.

Eager for the realization of their ambitions to dominate the Orient, both America and Britain by supporting the Chungking regime, have aggravated disturbances in East Asia. Moreover, these two powers, inducing other countries to follow suit, increased military preparations on all sides of our Empire to challenge us. They have obstructed by every means our peaceful commerce and finally resorted to a direct severance of economic relations, menacing gravely the existence of our empire.

Patiently have we waited and long have we endured in the hope that our government might retrieve the situation in peace, but our adversaries, showing not the least spirit of conciliation, have unduly delayed a settlement and in the meantime they have intensified the economic and political pressure to compel our empire to submit.

This turn of affairs would, if left unchecked, not only nullify our empire's efforts to stabilize East Asia, but also endanger the very existence of our nation.

The situation being such as it is, our empire, for its existence and self-defense, has no other recourse but to appeal to arms and to crush every obstacle in its path.

We rely upon the loyalty and courage of our subjects in our confident expectation that the task bequeathed by our forefathers will be carried forward and that the sources of evil will be speedily eradicated and an enduring peace established in East Asia, preserving thereby the glory our empire.

handout #3

President Franklin D. Roosevelt asks Congress for a declaration of war, December 8, 1941

Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State a formal reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. Very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against Malaya.

Last night Japanese forces attacked Hong Kong.

Last night Japanese forces attacked Guam.

Last night Japanese forces attacked the Philippine Islands.

Last night the Japanese attacked Wake Island.

This morning the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.

As Commander-in-Chief of the Army and Navy I have directed that all measures be taken for our defense.

Always will be remembered the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make very certain that this form of treachery shall never endanger us again.

Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger.

With confidence in our armed forces—with the unbounding determination of our people—we will gain the inevitable triumph—so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December seventh, a state of war has existed between the United States and the Japanese Empire.

Franklin D. Roosevelt
The White House
December 8, 1941

1. In your small group, analyze the speeches by focusing on the following:

   a. To whom is President Roosevelt's speech directed? If you were part of this audience, would you have been persuaded to act as he asserts or convinced of his perspective?
   b. Describe some of the conflict management and conflict resolution methods referred to by President Roosevelt.
   c. According to Emperor Hirohito, how did America and Britain aggravate disturbances in East Asia?
   d. Describe some of the conflict management and conflict resolution methods referred to by Emperor Hirohito.

2. Compare and contrast the two war declaration speeches by focusing on the following:

   a. Circle the key words in each speech.
      - What are the implication of these words?
      - Indicate any emotionally charged words.
      - Are there any that are metaphorical? Is there any imagery used?
      - Are there any that are repeated?
      - Are there any hyperboles or exaggerations used in the speeches?
      - Which words describe methods of conflict management and/or conflict resolution?
   b. How do the words identified above affect the listener?
   c. Explain how each speaker appeals to each people.
   d. What are the messages that each speaker wants to convey? What does each want his listeners to think of the events?
   e. What justifications, if any, does each give for his country's actions? Is there any blame placed by either?
   f. In what ways do the two speeches contradict each other? Are there any discrepancies in the facts or events to which they refer?
   g. Which one of the speeches do you find more compelling? What are some characteristics that make one more effective than another, and why?

PEARL HARBOR DIARY, LETTER, AND TELEGRAM

In this activity, your group will be examining portions of a diary, a letter, and a telegram written by a woman who was living in Honolulu at the time of the Japanese attack on Pearl Harbor. Focus on the intrapersonal and interpersonal conflicts she felt as a result of the attack on Pearl Harbor. Also, consider the types of conflict management methods mentioned in the following diary excerpt, letter, and telegram. Please note that in the letter, there are sections which were censored. Following the attack on Pearl Harbor, military censorship on outgoing messages was enforced.

a. Read the following diary excerpt:

Sunday, December 7, 1941

Lambert left at 5:30 am. I stayed up and packed a lunch and got ready to go over to where Leta is building her house, in Coconut Grove.

Mr. and Mrs. Tilford, Leta and Earnest were to call for me at 9:30.

At 8 o'clock, Mrs. Trotter a neighbor and my best friend called me on the telephone, and asked me if I knew that Scholfield had been bombed. Her sister is a nurse, and told her.

I had heard the shooting, but we have had practice so often, I didn't pay any attention.

I called Mr. Telford and asked him and he said he believed it was just maneuvers, but a call on the radio said it was true, and everyone must stay off the streets and park their cars off streets. I kept watching from my front balcony where I can see Pearl Harbor. It is six miles from here.

The fire warden for this block came and told us to fill all vessels available with water in case of fire and to have the hose connected up and ready. A house 3 blocks from here caught fire from anti aircraft gun shooting from the Harbor, 1 mile away. The bombs would hit the water and the water would shoot up like geysers.

I went over to Trotters and we watched the planes with Rising Suns on wings fly over the harbor and Aloha Tower. That was the third attack.

I wrote letters to Francis and Mother Williams. 6 weeks later Francis received the letter.

I took the buns and cake I had for our picnic over to Trotter's.

Mr. Tilford and Leta came up at 4 pm. They had been working, but all communications were cut off til the next day.

They told me the Nevada, Oklahoma (sunk), West Virginia, California, Utah had all been hit. The Arizona was burning up.

Bombs had been dropped at Iolani Palace grounds, Leanies & Cooke, building.

A fire was raging on Kapiolani Blvd. It destroyed 1 block, including Lunililo School

At 4 pm Lambert came home almost shell shocked. He said he could honestly say he knew what war was. He brought a piece of shrapnel and a bullet which hit the engine of his train. He took 5 coaches of defense workers out in the morning. They saw the first planes and knew they were Japanese. He saw the bombs hit Hickam Airforce Base barracks, causing fire and burning out of control.

b. Read the following letter:

Honolulu 7:16
Sunday, December 7, 1941

My Dear Ones:

This morning "The Rising Sun" bombers called on us in a surprise attack with machine guns. A sneak.

All people are ordered off the street, and forbidden to use telephones. The reserve Drs, nurses & army & navy & defense workers are all called out.

Lambert went to work at 5:30 am so was in the thick of it.

We will be bombed intermittently all day and expect a "blackout" tonight.

Had intended going to work on Leta's lot. but no go.

Mr. Tilford and Leta had to go to work.

Leta has been ordered out of her house. Someone bot it.

She is in hopes that she can have her house finished so that she can move over there.

I sent my Xmas cards early, and hope that you get them also the money. Isn't much, but you know I am saving to take the trip but now on the face of this attack, it is doubtful if we go.

Monday morning

Just listened to the President's speech-couldn't sleep all night but guess that is foolish to worry. We are living where we don't have to evacuate, and that is a lot to be thankful for.

Lambert came home at 4 pm Was right there brot a bullet which hit the engine and some shrapnel from a torpedo. He saw men, women, children all [blackened out].

You see they turned the machine guns on.

He saw the barracks at Hickam field burn up-o the planes destroyed [blackened out] men dead there.

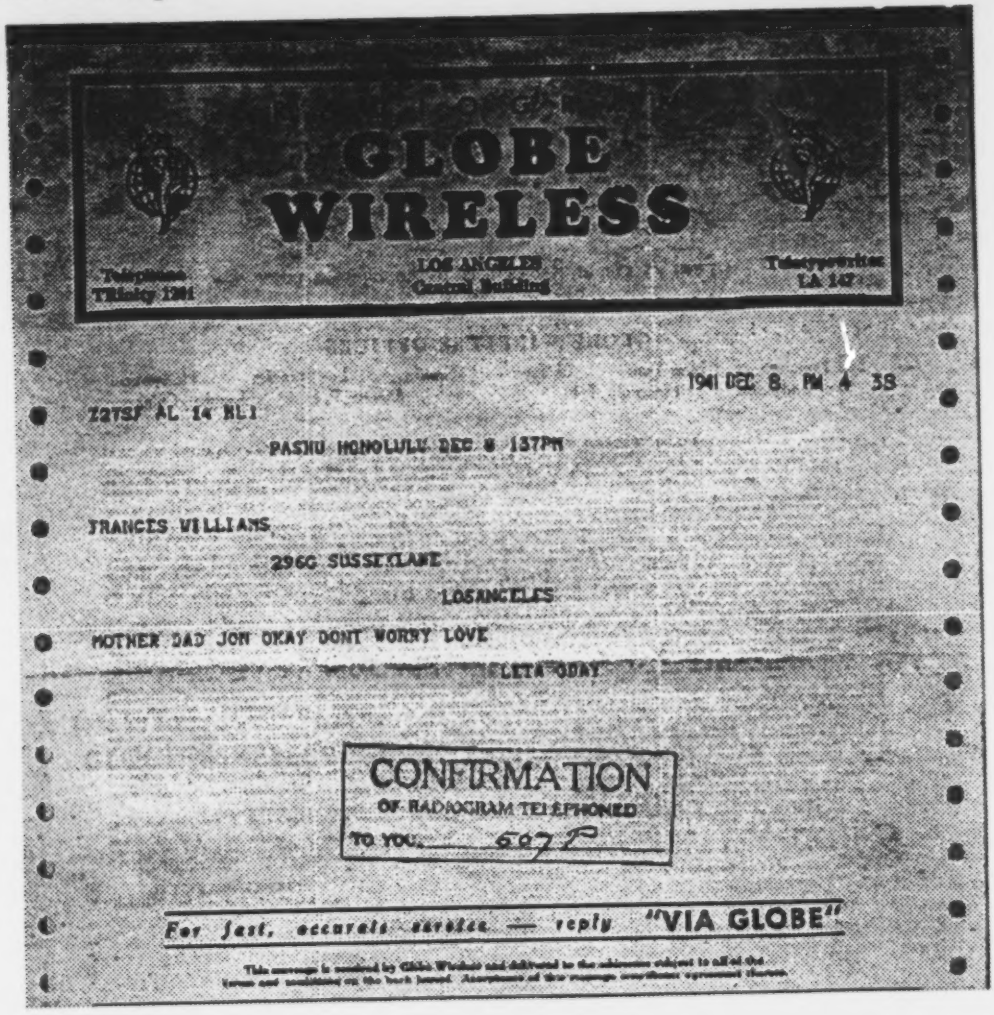
The hospitals & schools are full.

Leta had to work all nite. She will get a message thru to you as soon as she can.

We are under Martial Law. So far I have not been given any thing to do, but my turn will come.

Don't know when this letter will go out as all sailing has been canceled so will hope it reaches you. Aloha from
Your Loving Mother

c. Examine this telegram:



GLOBE WIRELESS

Telephone Trinity 1201 — LOS ANGELES Central Building — Teletypewriter LA 147

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PASHU HONOLULU DEC 8 137PM

FRANCES WILLIAMS

2966 SUSSEXLANE

LOSANGELES

MOTHER DAD JON OKAY DONT WORRY LOVE

LETA OKAY

CONFIRMATION OF RADIOGRAM TELEPHONED TO YOU. 607P

For fast, accurate service — reply "VIA GLOBE"

This message is received by Globe Wireless and delivered to the addressee subject to all of the terms and conditions on the back hereof. Acceptance of this message constitutes agreement thereto.

1. Describe the types of conflicts expressed in the diary excerpt, letter, and telegram.

2. What methods of conflict management and/or conflict resolution are apparent?

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3. What are your feelings after reading the telegram?

4. Imagine that you are the recipients of the letter. With the experiences depicted in the letter in mind, how would you manage the types of conflict you might feel? Capture these feelings in the form of a group poem. Share this with the rest of the class.

Political Cartoons

In this activity you will be examining two political cartoons, which were published shortly after the Japanese attack on Pearl Harbor. One of the political cartoons is from the United States and the other is from Japan. Focus on the international conflict depicted in the cartoons. Discussion questions follow.

The following is an American political cartoon from the *Chicago Tribune*, December 10, 1941. After close examination, reflect upon the questions on the next page.

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The following is a Japanese political cartoon from *Asahi Graph,* December 16, 1941. Examine this political cartoon from a Japanese publication, and reflect upon the questions below.

translation (on spinach can): Invincible Navy

a. Compare and contrast the two political cartoons. What are some similarities? Differences? How is conflict illustrated? How is this conflict being managed?

b. What is the message of each cartoon? What kind of symbols or imagery is used to convey the message of each? What kind of visual tools are used to appeal to the people?

c. How does each portray the enemy?

d. How does the American cartoon dictate treatment and regard for Japan and the Japanese?

e. How does the Japanese cartoon dictate treatment and regard for America and the Americans?

f. Draw two political cartoons illustrating (1) the bombing of Pearl Harbor and intrapersonal and/or interpersonal conflict, and (2) the bombing of Pearl Harbor and intragroup and/or intergroup conflict. You will have 10 minutes to share these with the rest of the class.

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PEARL HARBOR ATTACK

In this activity, your group will be examining an excerpt translated from a book, *Shinjuwan Kogeki* (Pearl Harbor Attack, pp. 163-164) written by a Japanese man, Mitsuo Fuchida, who took part in the attack of Pearl Harbor. Following this reading, your group will also read short recollections of Americans who witnessed the attack. Focus on the intrapersonal and interpersonal conflicts depicted in the readings.

Shinjuwan Kogeki, an excerpt

The third battleship on the left side was also ablaze. It was the Tennessee. Next to it was the fourth ship, Maryland, still unharmed.

Colonel Fuchida commanded the bombing of the Maryland to the rest of the formation, while they flew against the barrage of anti-aircraft ammunition.

'Prepare for bombing.'

Assuming that the leading plane had set aim, he watched as it dropped its bomb. He grasped his release handle tightly.

'Release!'

Everyone yelled out at once. The bomb floated from the body of the plane gently, while other planes in the formation did the same. Colonel Fuchida hurriedly lay down on the navigator's seat, pushed open the glass window on the floor. His eyes followed the released bomb. The four bombs stretched out underneath, following each other nose to nose like monsters. The Maryland was next to the Oklahoma and appeared to be farther ahead. It seemed to be quite far away, Colonel Fuchida thought, wondering if it will hit its intended target. He knew that the left and right bombs have traveled their intended paths. As the bombs floated down in a straight line, the Maryland came closer and closer. The bombs gradually diminished in size. He swallowed his breath and strained his eyes so as to not lose sight of the bombs traveling downward. People talk about tasting excitement. Of course, it is no "thrilling" matter if you had to gaze at a bomb falling towards you wondering whether it will hit its target. But surely there is nothing more thrilling than eagerly following the path of a bomb drop from above. Colonel Fuchida forgot about commanding the entire formation and avoiding the adversary's retaliatory anti-aircraft barrage, taken by the thrill of the moment. When the bombs became smaller and smaller and finally disappeared from sight, there appeared the deck of the Maryland, like a washtub basin, from which there arose two streams of white smoke as if someone had hit a tatami mat full of dust.

activity #3

Read the following statements* of people at Pearl Harbor during the attack.

Sunday morning is Sunday morning. People aren't supposed to interfere with Sunday morning.
Jim D. Miller, Ensign, U.S. Navy, Arizona

We saw two bombs drop and, when the pilot pulled out, the emblem of the rising sun underneath his wing. I realized we were at war. My first reaction was fear, and I hid behind an I beam. But I knew we couldn't fight a war from behind a steel beam, so when some of our men grabbed pistols and rifles and started shooting at the planes, I started putting machine guns in the mounts of our planes. The problem was we had been using all these guns for practice, and the ammunition belts had dummy rounds. The real heroes that day were the guys in the armory belting up the ammunition. We never ran out.

The first plane that came close, I could actually see the goggles on the rear gunner as he turned his gun toward us. Planes were coming from every direction. Zeros came in strafing, and then the dive bombers started strafing. The men that weren't manning machine guns or bringing out ammunition were helping the men coming off the ships get cleaned up. When the fuel tanks got hit, the oil spilled out over the water and caught on fire. Men came in covered with this greasy oil; they had oil in their eyes.

As a teenage sailor, I hadn't anticipated going to war. I was in the Navy to see the world.
Joe Morgan, Aviation Ordinanceman, Third Class, U.S. Navy, Ford Island

We took a hit on the starboard side, and it went right into the magazines and aviation gasoline. There was a terrific explosion, and a fireball went into the air 400 feet or more. Of the 50 or 60 men manning the station where I was, I think only about six of us survived. I was burned over 60 percent of my body. The *Vestal*, a repair ship that was tied up alongside us, threw us a line and we went across hand over hand, 45 feet up in the air.
Don Stratton, Seaman First Class, U.S. Navy, Arizona

She just blew up. The crew of that ship didn't have a prayer.
Joe Taussig, Ensign, U.S. Navy, Nevada

A torpedo blasted a hole in the port side; in two minutes flat we took in about 2,000 tons of seawater. We got permission to counterflood so the ship wouldn't turn over. But counterflooding flushes out the dead air in the tanks, and our oxygen began to go. Everybody stared to drop; we were hauled up to open air by a human chain two decks high, like bags of potatoes.
Harry Stark, Lieutenant Junior Grade, U.S. Navy, West Virginia

We were so dumbfounded and amazed, it seemed like we were dreaming. We had this great big fleet, the greatest navy in the world, and they were just rocking us to sleep with bombs.
Larry Lawson, Machinist Mate First Class, U.S. Navy, Shaw

After the last plane passed over, there was absolute silence, other than the plane crackling and burning. I started cussing and screaming and yelling and hollering like a wild man. We had 36 planes, and at the end of the day there were only three that could fly. There were puddles of aluminum spread all over the concrete. We were caught defenseless. We had been on limited

alert, leaving most of our guns and ammunition on the planes 24 hours a day. We had no gun mounts on the ground. If we had anything to fight with, we would have been ready.
John Finn, Aviation Ordnanceman Chief, U.S. Navy, Kaneohe

We went to hell and back I can't tell you how many times that day. We all did. They brought into the hospital a 17-year-old boy who had just graduated from high school. He was dying. I knew it, and he knew it. He asked that someone take his graduation ring off his finger and see that his parents got it. I never really did get his name in all the chaos because the young men who took his ring off also took his dog tags. I've often wanted to talk to his mother and father and tell them I was with their son when he died.
Mary Louise Laager Giesler, U.S. Army Nurse Corps

* from *Life*, Pearl Harbor: December 7, 1941—December 7, 1991, Fall 1991 edition

a. Compare the perspective of Mitsuo Fuchida with the perspectives of the Americans. Describe the types of intrapersonal and interpersonal conflicts depicted in the readings. What types of conflict management and/or resolution methods are mentioned?

b. One of you is a news correspondent for NBC News. The rest of the group will role play some of the Americans listed above. The correspondent's job is to interview the other people in the group. The interviews take place on December 8, 1941, a day after the Japanese attack. Decide on the correspondent's questions and the responses from the witnesses of the Japanese attack. Remember that this will be broadcast throughout the United States. The purpose is to bring to the viewers a glimpse of what happened at Pearl Harbor on December 7, 1941. Your group will have 10 minutes to share this with the rest of the class.

JAPANESE AMERICAN NEWSPAPERS

Following the Pearl Harbor attack, the president of the Japanese American Citizens League (JACL) issued a statement. The JACL was established in 1930 and is the oldest and largest civil rights organization representing Americans of Japanese ancestry. Read the following statement and examine the cartoon on the next page.

JACL President Issues Statement, *The New World Sun Daily*, San Francisco, California, Monday, December 8, 1941.

National JACL President Saburo Kido released the following statement today:
When I first heard about the attack on Pearl Harbor and the Philippines, I thought this was another of the realistic broadcasts similar to the Mars' invasion scare. Even now I can hardly believe the news broadcasts.

Our duty as American citizens is clear. We shall serve the United States of America, our country, without any reservation. The American citizens of Japanese ancestry have been proclaiming their loyalty, and the time to prove their true feelings have arrived.

To prove one's loyalty on the battlefield is what we had least expected. But the Japanese Americans are not afraid to meet the acid test.

I have no hesitation in stating that America will find the Japanese Americans standing by her and will be proud of the record they will make. I am confident that our parents who are aliens because the laws of this country have denied them the privileges of naturalization will stand by us and will abide by the laws of this country as good residents.

There undoubtedly will be doubts about the Japanese Americans and their parents who are aliens but I am confident that this country will give them the fullest opportunity to work with the other citizens to bring about national unity which is necessary for national defense.

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The following cartoon is from the *Nippu Jiji*, Honolulu, Hawaii, a few days after Pearl Harbor attack.

THE NIPPU JIJI, TUESDAY, MARCH 31, 1942

The translation of the cartoon on the left reads as follows:
(top) Prime Minister Tojo says everytime the Imperial Navy takes over enemy territories, we have to make many sacrifices. People may think I have dangerous thoughts but I hope the Imperial Navy does not take over enemy's territory.
(bottom) Grandfather in Japan

a. If your parents were from a country at war with the United States, describe conflicts you might feel.

b. Describe how conflict is illustrated in the cartoon.

c. What happened to the Japanese Americans on the West Coast of the United States during World War II? Check your history textbooks to get information on this event.

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PEARL HARBOR COMICS

The following pages were copied from the Apple Comics publication, *Day of Infamy...Days of Darkness* (© 1992). Read through the selected pages and examine the drawings. Next, examine the pages from the publication, *Remember Pearl Harbor: Battle of the Pacific* (© 1941).

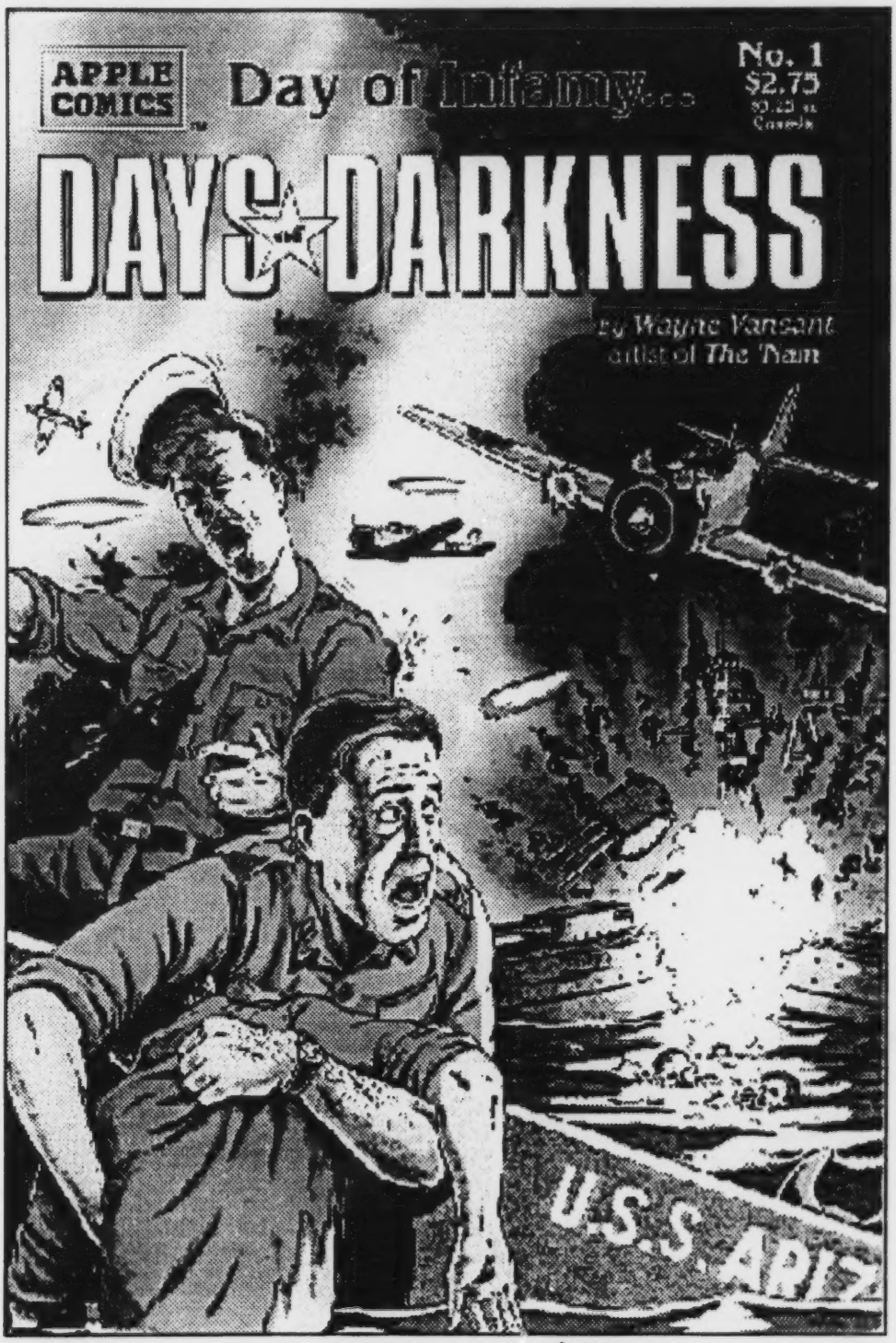
After reading the comics, discuss and answer the following questions:

a. How are Japanese depicted in the 1941 comic book?

b. Compare the covers of the 1941 and 1992 comic books.

c. Describe how conflict is conveyed through some of the illustrations.

d. Imagine your group was at Pearl Harbor at the time of the Japanese attack. In comic book form, illustrate intragroup conflict you experienced. Be sure to include conflict management and/or resolution methods.



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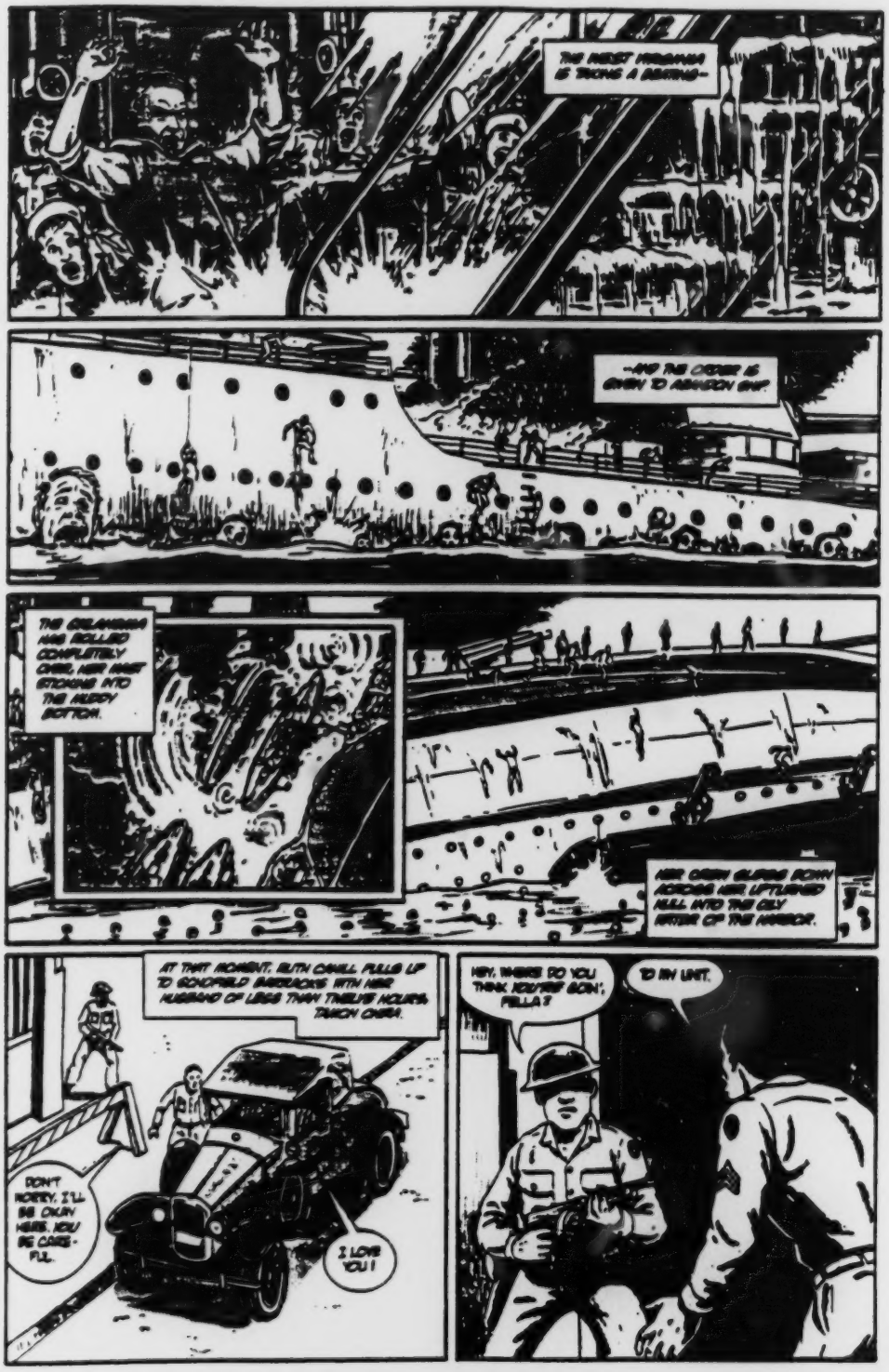
THE NEXT MORNING IS TAKING A BEATING--
--AND THE ORDER IS GIVEN TO ABANDON SHIP.
THE ORLANDIANA HAS ROLLED COMPLETELY OVER, HER MAST STICKING INTO THE MUDDY BOTTOM.
HER CREW SLIDES DOWN ACROSS HER UPTURNED HULL INTO THE OILY WATER OF THE HARBOR.
AT THAT MOMENT, RUTH CAHILL PULLS UP TO ROCKFIELD BARRACKS WITH HER HUSBAND OF LESS THAN TWELVE HOURS, TAKEN OVER.
DON'T WORRY, I'LL BE OKAY HERE. YOU BE CAREFUL.
I LOVE YOU!
HEY, WHERE DO YOU THINK YOU'RE GOIN', PELLA?
TO MY UNIT.

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YOU LOOK LIKE A JAP TO ME.
I'M A NISEI! MY PARENTS ARE JAPANESE, BUT I'M AN AMERICAN. I'M WITH THE 298TH REGIMENT. HONEST!
WELL, I GUESS YOU'RE OKAY.
THANKS, PAL.
THIS DUDE HAS STARTED OUT A STRANGE DAY.
AS RUTH FENNIS SOUTH, ONE SPOTS A STRANGE PLANE IN HER REARVIEW MIRROR.

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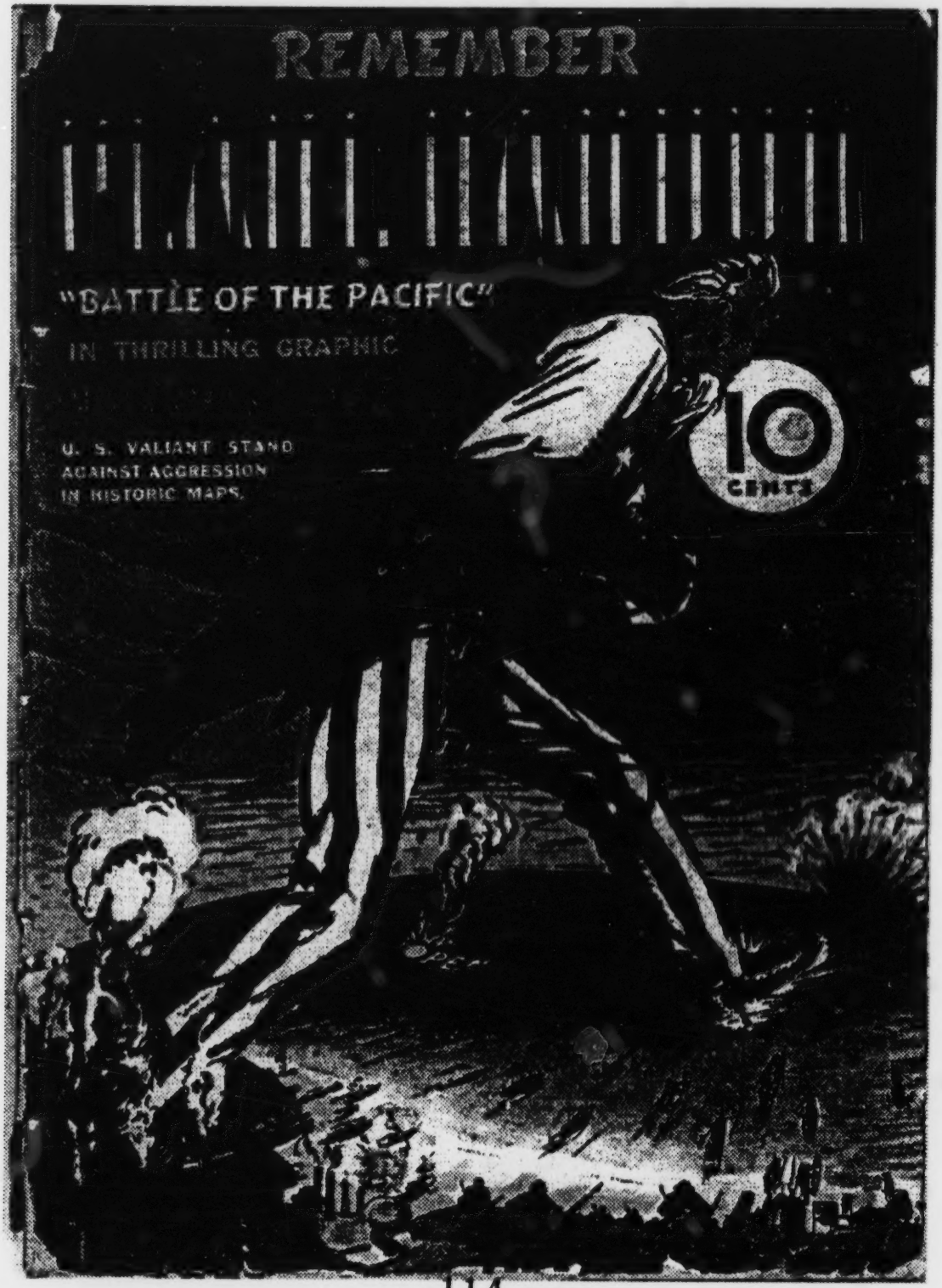

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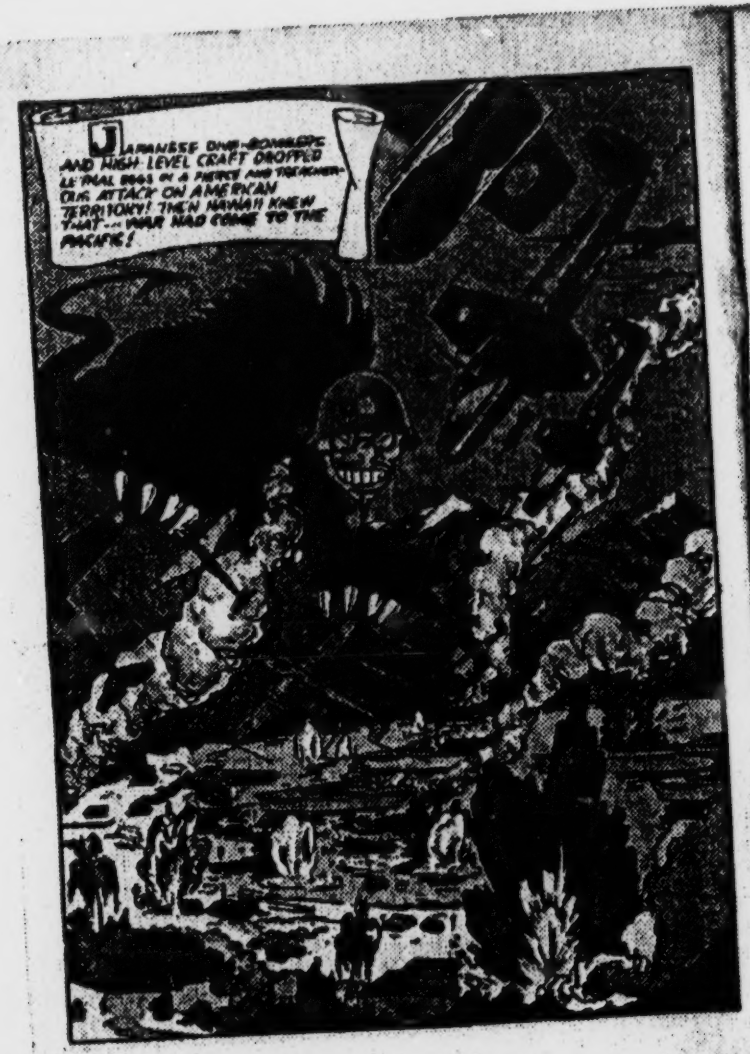
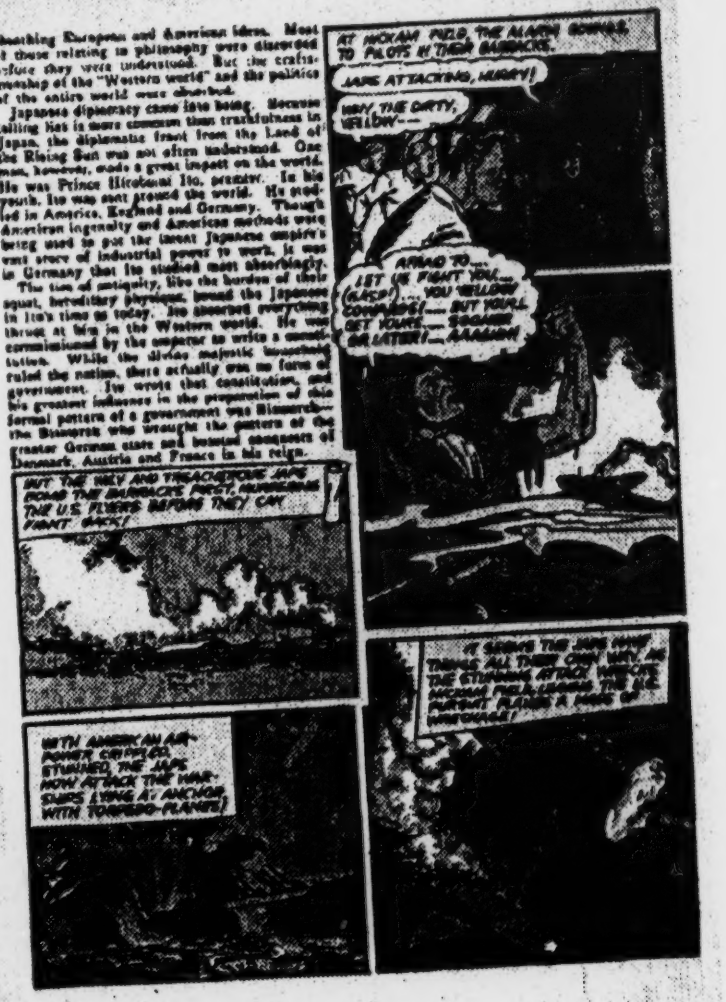

JAPANESE DIVE-BOMBERS AND HIGH-LEVEL CRAFT DROPPED LETHAL EGGS IN A FIERCE AND TREACHEROUS ATTACK ON AMERICAN TERRITORY! THEN HAWAII KNEW THAT... WAR HAD COME TO THE PACIFIC!

shocking European and American ideas. Most of these relating to philosophy were discarded before they were understood. But the fundamentals of the "Western world" and the politics of the entire world were absorbed.

Japanese diplomacy came into being. Because telling lies is more common than truthfulness in Japan, the diplomatic front from the Land of the Rising Sun was not often understood. One man, however, made a great impact on the world. He was Prince Hirobumi Ito, premier. In his youth, Ito was sent around the world. He studied in America, England and Germany. Thought American ingenuity and American methods were being used to put the latest Japanese empire's vast store of industrial power to work, it was in Germany that Ito studied most absorbingly.

The law of antiquity, like the burden of their squat, hereditary physique, bound the Japanese in Ito's time as today. Ito observed everything through eyes in the Western world. He was commissioned by the emperor to write a constitution. While the divine majestic monarch ruled the nation, there actually was no form of government. Ito wrote that constitution, and his greatest influence in the preparation of this formal pattern of a government was Bismarck—the Bismarck who wrought the pattern of the greater German state and betrayed conquests of Denmark, Austria and France in his reign.


AT HICKAM FIELD, THE ALARM SOUNDS TO PILOTS IN THEIR BARRACKS.
JAPS ATTACKING, MARY!
WHY, THE DIRTY, YELLOW—
AFRAID TO— LET US FIGHT YOU— (GASP!)... YOU YELLOW COWARDS!... BUT YOU'LL GET YOURS... SQUARE SOMEDAY!... AAARGH!
BUT THE WILY AND TREACHEROUS JAPS ROAR THE BARRACKS DOOR, CLOBBERING THE U.S. FLYERS BEFORE THEY CAN FIGHT BACK!
WITH AMERICAN AIR-POWER CRIPPLED, STUNNED, THE JAPS NOW ATTACK THE WARSHIPS LYING AT ANCHOR WITH TORPEDO-PLANES!
AT SEVEN THE SUN WENT THINGS ALL THERE COME WAVE AFTER THE GUNNING ATTACK! WAVE AFTER HICKAM FIELD BURNING, THE AIR AUTOMATIC RANGE A MASS OF WRECKAGE!

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Lesson 4

HIROSHIMA

Organizing Questions

What are some ways to categorize the results of conflict?
What were some of the immediate Japanese and American impressions and responses to the atomic bombing of Hiroshima?

Introduction

The magnitude of the atomic bombing of Hiroshima was, indeed, a defining moment not only in the history of U.S.–Japan relations, but in the history of the whole human race. On that day the world entered the atomic age.

In this lesson, students will learn about three ways to categorize results of conflicts. Various U.S. and Japanese perspectives of the atomic bombing of Hiroshima will be presented, and the atomic bombing will be analyzed as a case study of a result of an international conflict.

This lesson will not attempt to answer the question whether the dropping of the bomb was "right" or "wrong." Instead, this lesson seeks to have students consider multiple perspectives on the atomic bombing of Hiroshima and its implications for global conflict.

Students will engage in activities that focus on the U.S. decision to use the atomic bomb, American radio broadcasts of the Hiroshima bombing, Japanese and American poetry on the Hiroshima bombing, a Japanese cartoon history of the bombing of Hiroshima, a literature excerpt from the Japanese novel, *Black Rain*, and an American atomic bomb survivor's experience. Please note that the activities in this lesson represent a combination of both U.S. and Japanese perspectives. We feel that it is vital to expose students to as many perspectives as possible in this lesson. Activities #1 and #3 are U.S. perspectives of the bombing. Activities #2 and #4 are Japanese perspectives of the bombing. Activity #5 gives both U.S. and Japanese perspectives through poetry. Also, please note that the activities focus primarily on immediate results of the bombing. Some of the long-term results of the atomic bombing of Hiroshima are discussed in the final lesson of this curriculum unit.

This lesson should take 2 class periods.

Objectives

knowledge

- to learn about three ways to categorize results of conflict
- to learn about the atomic bombing of Hiroshima and its consequences from personal as well as general perspectives

attitude

- to appreciate various American and Japanese perspectives on the Hiroshima bombing
- to consider the implications and consequences of the use of atomic bombs and global conflict

skill

- to work effectively in small groups
- to analyze primary source documents

Materials

- Handout #1: Summary of the War in the Pacific and the Atomic Bombing of Hiroshima, one per group
- Activity #1: Radio Broadcast Regarding Use of Atomic Bomb on Hiroshima, one copy
- Activity #2: Barefoot Gen, one copy
- Activity #3: American Atomic Bomb Survivors, one copy
- Activity #4: *Black Rain*, an excerpt, one copy
- Activity #5: Hiroshima Poetry, one copy

Procedure

1. Remind students that a result is one of the elements of conflict. The results of a conflict are closely tied to the conflict resolution and conflict management methods used. Point out that within the definitions of conflict resolution and conflict management are implications about the results: that the conflict is either managed or resolved.

2. Inform students that results often fall into one of the following broad categories.

- A win-win outcome is one in which both participants appear to "win" or achieve their primary goals.

- A win-lose outcome is one in which only one participant appears to "win" or achieve its primary goals.

- A lose-lose outcome is one in which neither participant achieves its primary goals.

Note: When the above terminology is used, it refers to each participant's primary objectives. The definition given of win-win is a strict one. A second definition is not concerned with whether participants achieve their primary goals but rather with whether both participants leave the conflict with a sense/feeling of positive change, in themselves and/or in their mutual relationship. Using this alternative definition, the outcome of a win-win solution may not be the achievement of the primary goals because these goals may no

longer seem relevant and are thus replaced by other goals. A third definition is that both participants feel they came out of the conflict better than they went into it. Neither participant may achieve its primary goals but both may gain. You may wish to discuss these different definitions with students and ask them to identify the differences.

3. Ask students to name some specific kinds of resolution or management results. Some possible answers include: the conflict disappears, a new conflict arises between the same participants or between new participants, the entire conflict remains, the conflict has escalated, part of the conflict remains.

   Ask students to offer specific examples of these results. Possible responses might be: participants reach a consensus, one or both participants are destroyed, one participant surrenders, participants compromise.

4. Discuss the difficulty in determining whether a result is positive or negative. Why might it be difficult to determine what the results are? (It may take a long time for all or some of the results to appear; participants may perceive different results.)

5. Explain to the class that the relationship between conflict resolution and conflict management and results will be further discussed through a case study of the atomic bombing of Hiroshima. Inform the students that in this lesson, students will be analyzing the atomic bombing of Hiroshima and some of the immediate Japanese and American impressions and responses to the bombing.

6. Divide the class into groups of 3-4 students. Distribute a copy of Handout #1 to each group. Discussion questions follow the reading and focus on conflict and the results of conflicts related to the atomic bombing of Hiroshima. Allow students 30 minutes to read and discuss Handout #1.

7. Debrief the handout by asking the groups if any groups categorized the results of the atomic bombing of Hiroshima as a win-win outcome; a win-lose outcome; or a lose-lose outcome.

   While discussing the small groups' responses, keep the following questions in mind:

- With the atomic bombings of Hiroshima and Nagasaki, what types of conflicts disappeared?
- With the atomic bombings, did any new conflict(s) arise between the same participants or between new participants?
- With the atomic bombings, were any conflicts escalated?

- Why is it so difficult to determine whether a result is positive or negative?
- Why might it be difficult to determine what the results of the atomic bombing of Hiroshima are?

Remind students of the definition of global conflict from lesson 1: global conflict occurs when human goals, actions, or beliefs cannot be reconciled, but the individuals involved do not necessarily belong to discrete groups or nations. Ask students the following:

- Environmental problems are commonly related to the causes of some global conflicts. What are some other causes of global conflicts?
- Are there implications of the atomic bombing of Hiroshima toward global conflict? If so, in what way?

8. Assign one of the activities (#1–5) to each group. These activities focus on Japanese and American responses to the atomic bombing of Hiroshima. Students will consider some of the results of the atomic bombing. Allow students 30 minutes to work through these activities.

   Note: Ideally, each group of students should experience at least two of the activities provided, one from either Activity #1 or Activity #3, which are U.S. perspectives; and one from either Activity #2 or Activity #4, which are Japanese perspectives. Activity #5 has both U.S. and Japanese perspectives.

9. Allow each group to share a 5-10 minute summary of its activity with the entire class. Note the various types of conflicts that are mentioned by students (e.g., intrapersonal, interpersonal, international, global) and the examples of types of conflict resolution and management methods (e.g., use of force, threatening).

10. Bring closure to this lesson by reviewing the categories of results of conflict (i.e., win-win outcome, win-lose outcome, lose-lose outcome) and by pointing out the difficulty in determining whether a result is positive or negative. It may take a long time for all or some of the results to appear and participants may perceive results differently. Mention to the class that in lesson 5, students will be introduced to a conflict chart that will help them analyze conflicts during the occupation of Japan. The conflict chart will help illustrate the premise that for any conflict, there are many alternative resolution and management methods; implementing methods does not necessarily resolve or manage a conflict. This is true in part because, as we have seen in this lesson on Hiroshima, the result of one conflict resolution or management method may in turn cause another conflict.

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SUMMARY OF THE WAR IN THE PACIFIC AND THE ATOMIC BOMBING OF HIROSHIMA

While reading this handout, make note of the various conflicts, conflict management and resolution strategies, and results mentioned.

By mid-1942, Japan had control of much of eastern and southern China, most of Southeast Asia, most of the Pacific islands west of Midway Island, and Guam and Wake Islands. American and Filipino forces in the Philippines had also surrendered to the Japanese. The Allies* had begun bombing raids on Tokyo, helping Chinese forces fight the Japanese, and successfully recapturing Burma from Japan.

Japan attempted to extend its defenses into the South Pacific and attempted to cut Australia off from the Allies. However, an American naval force stopped this Japanese effort in May 1942. In late 1942, Japan was defeated at the Battle of Midway, which proved to be a turning point in the war against Japan. After this battle, the Allies devised a strategy of "island hopping" for defeating Japan. Island by island, the Allies won back Japanese occupied territory, and with each island, the Allies moved closer to Japan.

By 1945, the Allies had reclaimed much of the Pacific, including the Philippines. The Allies launched long-range bombing missions against Japan but still hoped to get closer to Japan. In February 1945, American marines took the island of Iwo Jima, an island only about 750 miles from Tokyo. In April 1945, the marines captured Okinawa, an island south of Japan. These two victories opened the way for an invasion of Japan, but Allied leaders worried about the risks of such an invasion.

U.S. President Truman saw the use of the atomic bomb as a possible way to avoid an invasion of Japan. Some military experts felt that if Japan had to be invaded, a million Americans would die. Henry Stimson, U.S. Secretary of War, stated that "to extract a genuine surrender...they [the Japanese] must be administered a tremendous shock...Such an effective shock would save many times the number of lives, both American and Japanese, than it would cost." In July 1945, the Allied leaders issued an ultimatum to Japan to surrender before August 3, 1945, or face "prompt and utter destruction." The Japanese government debated between surrendering and continuing its war efforts. The August 3rd deadline passed.

At 8:15 a.m. on August 6, 1945, a B-29 bomber named the *Enola Gay* dropped an atomic bomb on Hiroshima, the site of numerous war plants. Between 80,000 and 100,000 people died instantly, and the number of deaths that resulted directly from the bomb is about 140,000. On August 9, 1992, a second atomic bomb was dropped on Nagasaki, and between 60,000 and 70,000 deaths resulted. Japan's Emperor Hirohito urged his generals to surrender, and the formal surrender took place on September 2, 1945, on the American battleship *Missouri* in Tokyo Bay.

* In the lesson on Pearl Harbor, the Axis powers (mainly Germany, Italy, and Japan) in World War II were mentioned. Opposing them were the Allies: Great Britain, France, the USSR, China, and the United States.

a. What types of conflict did Truman face?

b. What types of conflict management and resolution strategies are mentioned in the handout?

c. Results of conflicts generally fall in one of the following categories:

- A win-win outcome is one in which both participants appear to "win" or achieve their primary goals.
- A win-lose outcome is one in which only one participant appears to "win" or achieve its primary goals.
- A lose-lose outcome is one in which neither participant achieves its primary goals.

Note that when the above terminology is used, it refers to each participant's primary objectives. The definition given of "win-win" is a strict one. A second definition is not concerned with whether participants achieve their primary goals but rather with whether both participants leave the conflict with a sense/feeling of positive change, in themselves and/or in their mutual relationship. Using this alternative definition, the outcome of a "win-win" solution may not be the achievement of the primary goals because these goals may no longer seem relevant and are thus replaced by other goals. A third definition is that both participants feel they came out of the conflict better than they went into it. Neither participant may achieve its primary goals but both may gain.

Keeping the above categories in mind, how would your group categorize the atomic bombing of Hiroshima? Why?

RADIO BROADCAST REGARDING THE USE OF THE ATOMIC BOMB ON HIROSHIMA

Read the following excerpt from *From Pearl Harbor to Tokyo (The Story As Told By War Correspondents On The Air)*, Columbia Broadcasting System, New York, 1945. It describes the results and impressions of the atomic bombing as observed by the pilot and crew of the plane, *Enola Gay*, which dropped the atomic bomb on Hiroshima.

This announcement came on the air the day following CBS's bulletin of notification of the bombing.

August 7, 1945. 8:00:11 PM.
Announcer: ...We take you now to Guam, Webley Edwards reporting.

Edwards (from Guam):

The men who have applied the greatest weapon ever developed...are serious, close-mouthed and highly impressed with...what they have done. We talked with Col. Paul W. Tibbets, Jr., of Miami, Florida, the pilot of the B-29 that dropped the first atomic bomb in history upon Hiroshima, Japan. He named the plane after his mother, *Enola Gay*—that was her name-— but there was no gaiety... about Tibbets. He was deadly serious and quiet spoken.

You asked him how you felt about it and he said he didn't feel anything much—he'd been given a job and he'd done it.

But you know from talking to him that he sensed the meaning of that "bombs away" in history, and that he felt pretty solemn about it.

Col. Tibbets and his bombardier, Major Tom Ferebee of Mocksville, North Carolina, and Navy Capt. William Parsons of Chicago and Santa Fe, New Mexico—the latter a weaponeer responsible for a last minute checkup of the bomb—only these three in the plane knew the import of that "bombs away."

The men had been carefully selected, and they knew they were in for something special. They'd been given goggles to protect their eyes from the terrific flash when it came. Col. Tibbets wheeled the big plane in through the clear morning atmosphere and caught his target squarely before him. Hiroshima, an important industrial city of 333, 000 and an army post, was sharply outlined here below—a network of river mouths cut up into seven sections. No flak. No fighter interception bothered the bombing runs.

As the historic bomb was away, Col. Tibbets said they executed a classic maneuver—the one that flyers call "Let's get the hell out of here"—and he banked sharply and left—then they looked.

He said, "It was kind of hard to believe that we did see through the smoke. Below and rising rapidly was a tremendous smoke cloud that covered almost the entire city. We could see only the outer portions of the town and little fires were burning there." Capt. Parsons said, "We left fast distance between the target and ourselves, and I breathed a sigh of relief, and I knew it had worked.

"The explosion was a big ball of fire—anyone not having dark glasses would have received a visual shock several miles away.

"I stood by for the shock—when it came Col. Tibbets called out—and said 'Look out for the flak*' and made a fast turn—but it wasn't flak—it was the force of the explosion.

"It came about a minute after the bomb was dropped, and one of the crew members said 'My God'—when he saw what had happened. For what had been Hiroshima was a white mountain of smoke, and when he saw it first, the smoke was already up to twenty thousand feet, and about a thousand feet off the ground it looked like boiling dust.

"It was so soon that the churning down there could not have been smoke alone; it extended over most of the city, and the center of the impact was the center of the city.

"The boiling continued several minutes as we watched. Then, the mushroom of smoke broke off and another developed below it. It was a tremendous, awe-inspiring sight..."

We asked Capt. Parsons how he felt when the bomb hit. He didn't have any special feelings other than that of great relief, which was natural after his three years' work in helping develop the weapon...

* flak: bursting shells fired from anti-aircraft guns

a. What was Colonel Tibbets' rationale for dropping the bomb?

b. How did Captain Parsons feel upon dropping the bomb?

c. How did the crew explain the explosion?

d. Imagine that your group is an interviewing team from CBS. What 5 questions would you ask the crew members of the *Enola Gay*?

BAREFOOT GEN

The following is an excerpt from a cartoon history of Hiroshima called *Barefoot Gen*. Gen is the name of a boy who witnessed the atomic bombing of Hiroshima. The cartoon history was written by Keiji Nakazawa in Japanese. Since its original publication, it has been translated into English. These excerpts focus on the first impressions, experiences, and conflict (as seen through the eyes of Gen) after the atomic bombing. Some of the dialogue has been intentionally left out of the cartoon excerpts below and on the next few pages. In your small group, fill in the bubbles with possible dialogue.

UNAWARE OF THE HELL THAT WAS APPROACHING IN THE SKY, HIROSHIMA BEGAN THE DAY AS USUAL...
EXCUSE ME, YOUNG MAN-
YES, MA'AM!
IS THE FIRST GRADE CLASS HELD AT THE SCHOOL OR THE TEMPLE?
GEE, I DON'T KNOW- YOU'LL HAVE TO ASK THE TEACHER...
HEY!
IT'S A B-29!
WHEN DID IT GET HERE?
THE FUSELAGE IS SHINING IN THE SUN...
ENOLA GAY
ALTITUDE 31,600 FEET- LET IT GO!

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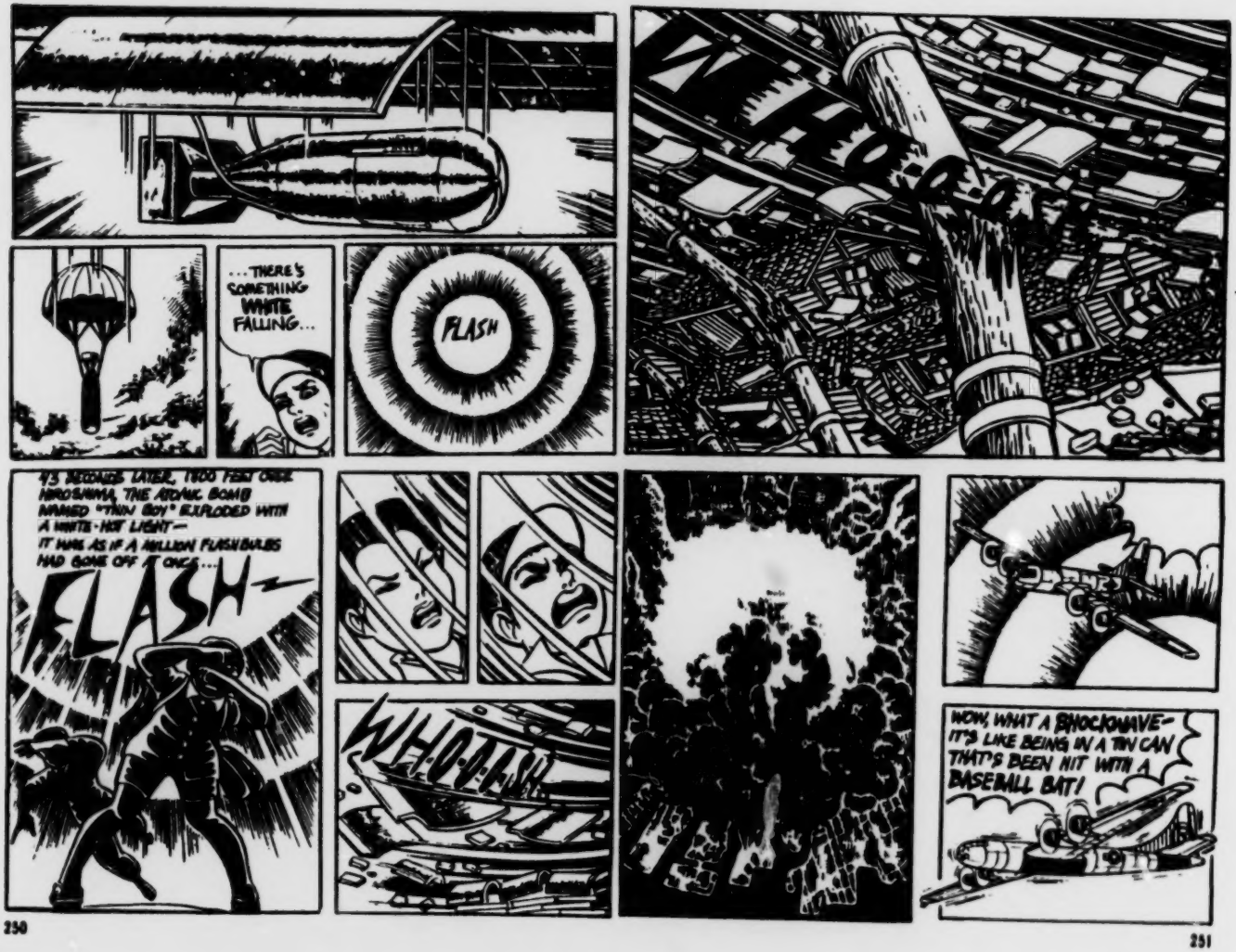
...THERE'S SOMETHING WHITE FALLING...
FLASH
WHOOSH
43 SECONDS LATER, 1600 FEET OVER HIROSHIMA, THE ATOMIC BOMB NAMED "THIN BOY" EXPLODED WITH A WHITE-HOT LIGHT— IT WAS AS IF A MILLION FLASHBULBS HAD GONE OFF AT ONCE...
FLASH
WOW, WHAT A SHOCKWAVE— IT'S LIKE BEING IN A TIN CAN THAT'S BEEN HIT WITH A BASEBALL BAT!
250
251

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LIKE A WIND FROM HELL, THE ATOMIC CLOUD ROARED UP 6 MILES INTO THE SKY OVER HIROSHIMA...
UH-H-H-H.
HOW COULD THAT BE? I WAS ON MY WAY TO SCHOOL...
SOMETHING FLASHED ...AND AFTER THAT I DON'T REMEMBER A THING...
WOW, WHAT'S WITH THIS WALL?
L-L-L- LADY?
SHE'S... SHE'S DEAD!
MA!!! MA-A-A-A
...SOME-ONE'S COMING!
H-HEY! HEY, MISTER! HELP!! THIS LADY'S DEAD!
GASP!

252 253

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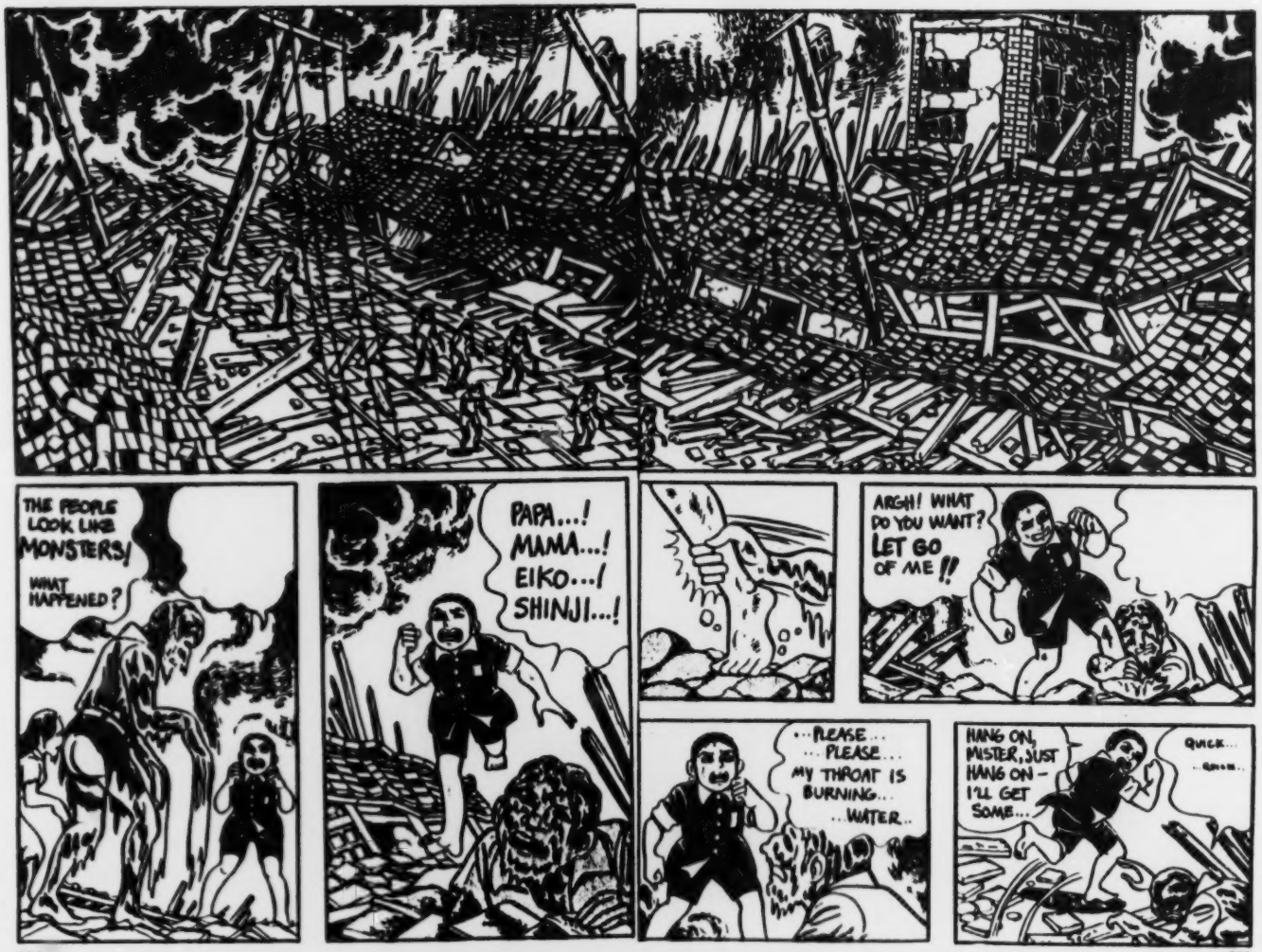

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WHE-HE-HE
THE HEAT OF THE EXPLOSION LITERALLY MELTED THE SKIN OF ALL WHO WEREN'T SHELTERED FROM THE RAYS... THOSE WEARING DARK CLOTHING WERE BURNED PARTICULARLY BADLY... MOST PEOPLE WERE LEFT NAKED, THEIR CLOTHING RIPPED AWAY BY THE FORCE OF THE BLAST...
WOW— THAT HORSE IS ON FIRE!!
256
I'LL USE THIS HELMET TO CARRY WATER IN...
MOMMY! I CAN'T SEE!!
HANG ON! I'LL WASH YOUR HANDS IN A SECOND...
WHY DID ALL THIS HAPPEN...WHY? I JUST DON'T UNDERSTAND...
HEY, MISTER! I GOT YOU SOME WATER!
M-M-MISTER ?
HE... HE'S DEAD!
HELP!
-THE FIRE'S SPREADING THIS WAY!
RUN!
257

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a. Compare your responses with the actual translated dialog below.

page 249: That's strange–the sirens didn't even go off...

page 251: We did it! It's a success!

page 252: Uh-h-h...What happened? It's pitch dark! Night already? How could that be? I was on my way to school...

page 253: It's...It's the lady I was just talking to–What's happened to her skin?

page 254: Where's my house?? Everything's been knocked flat.

page 255: Son–sonny...Bring me...Water...

page 257: The blast stuck all this glass into us!!

b. How did you feel about the use of cartoons to depict the atomic bombing?

c. What types of conflict are depicted in the cartoon? How does Gen manage some of his conflict?

American Atomic Bomb Survivors

There were many American victims (mostly Japanese Americans) of the atomic bombing of Hiroshima and Nagasaki. In fact, there are as many as 1000 persons in the United States, mostly in California, who were present at Hiroshima or Nagasaki when the first atomic bombs were dropped. The following is an account reprinted from *The Paper Crane* (Spring 1983) of one of these Americans who was in Hiroshima on August 6, 1942. While reading this account, think of the types of conflicts these victims felt as American victims of the atomic bombing.

Jack Dairiki, now a San Francisco architect, says his family treated radiation burns with a poultice of mashed potatoes. Dairiki is a second-generation Californian whose grandparents owned the old Main Hotel in downtown Sacramento, and his story is a typical one. In August 1941, young Jack sailed with his father on the last passenger cruise ship to make the run to Japan. Not being able to return easily, they decided to sit out the war where they were.

Other Americans who witnessed those first days of the nuclear age were in Japan because life in California had become very harsh. During the war 110,000 Japanese-Americans were moved from their homes and businesses and held in ten detention camps in the United States. Some were released to join the "Go for Broke" 442nd Regimental Combat Team, made up entirely of young Japanese-American men and destined to become the most decorated unit for its size in army history. Others were allowed to leave the camps to join relatives they had never met, only to be hit by the bomb.

On that morning he was to have been in the middle of Hiroshima, but the train was late, so 14-year-old Jack was still outside the town, standing with some other boys, when they saw the light and felt the blast. Unfortunately, they had been told only what to expect from a conventional bomb:

We were trained to duck, and cover our eyes with four fingers so the vacuum wouldn't suck our eyeballs out. But I was knocked down, probably by the blast, and dust was all around me like fog. Over the city fire was circling like a tornado. It was quite beautiful in a way...

About 3 o'clock (in the afternoon) we saw people coming from the city walking like ghosts, with their skin hanging down in flaps.

Speaking to Japanese A-bomb survivors in Japan, one hears that their first reactions included rage against the pilots, or the U.S. government, or the Japanese military men who were also willing to sacrifice civilian lives. Among American-born survivors, however, first reactions were different. Some say they were profoundly "embarrassed" because it was fellow Americans who dropped the bombs. Others felt childish hope: Did this mean the war was over and they could go home now? And there was confusion, an emotion that persists in various forms to this day: "If my cousin is dead in front of me and I am burned in the face, and this is called a victory for America, does that mean I am the enemy?"

They were, after all, mostly American kids, as Jack Dairiki says, caught in the middle: "Our American-made radio was confiscated (by the Japanese police). One of my (American-born) friends was jailed in his relatives' village. Whenever I saw a U.S. plane go over, inside myself I rooted for it."

Consider the following:

a. Describe some of the conflicts Mr. Dairiki felt as an American of Japanese descent living in Hiroshima during the atomic explosion.

b. Write a letter of inquiry to Mr. Dairiki, Friends of Hibakusha.

Note: Friends of Hibakusha is a support organization for Japanese American survivors of the atomic bomb. Mr. Dairiki is an active member of this organization. *Hibakusha* (hee-bakh-sha) means "explosion-affected person(s)". It is usually translated into English as "survivor," but that term (*seizonsha* in Japanese) is seldom used in Hiroshima because it emphasizes the idea of being alive. Hibakusha, however, are all people, dead or alive, who were exposed to the Hiroshima or Nagasaki atomic bombings. The term includes those who were directly at the hypo center or as far away as 5,000 meters, those who were in the city at any time from August 6 or 9 until 14 days later, even those who came in physical contact with other hibakusha while giving them care or disposing of their bodies. It also includes that special group, the babies who were present "in utero" at the bombings while still inside their mother's wombs. (description taken from *The Paper Crane*, Volume I, Number 1, Spring 1983, a publication of the Friends of Hibakusha.)

In your letter, consider the following:

- What questions do you have for American survivors of the atomic bombings of Hiroshima or Nagasaki?
- What questions do you have about the organization, Friends of Hibakusha?
- Do you have any comments or specific questions for Jack Dairiki or other survivors regarding conflict management and resolution?

Letters should be sent to:

Mr. Jack Dairiki
2720 Buena Vista Avenue
Walnut Creek, California 94596

c. Share a 5–10 minute summary of your discussion and letter with the rest of the class.

BLACK RAIN, AN EXCERPT

Black Rain, a novel written by Masaji Ibuse, centers around the story of a young woman who was caught in the radioactive "black rain" that fell after the atomic bombing of Hiroshima. At the time of the atomic bombing, dust, soot, and dirt had been thrown upward in a black cloud above Hiroshima. Mingling with radioactive particles and cooling water vapor, they fell again as a heavily radioactive, sticky, black rain. Masaji Ibuse wrote his novel based largely on actual accounts written or told by survivors of the atomic bombing. The following is a journal entry* which appears in his novel.

* from *Black Rain* by Masuji Ibuse, published by Kodansha International Ltd. Copyright © 1969 by Kodansha International Ltd. Reprinted by permission. All rights reserved.

August 6. Fair.

Every morning until yesterday the familiar voice on the radio would say "A squadron of eight B-29's is proceeding northwards over the sea at a point 120 kilometers to the south of the Kii Channel." This morning, the broadcast said, "One B-29 is proceeding northward," but we paid little heed since it was the same kind of broadcast as we had been hearing every day, day and night, for so long. We had become so used to air raid warnings that they bothered us little more than the midday siren had done in the old days.

On my way to work, I entered Yokogawa Station as usual to board the Kabe train. The train was about to leave. There was a station official whose face I knew at the ticket barrier, but the platform was empty of passengers. As I jumped onto the deck, I heard a voice say "Good morning, Mr. Shizuma." Standing beside me on the deck was the woman who owned the Takahashi spinning-comb works.

"Mr. Shizuma," she said, brushing back a wisp of hair with her fingers, "I shouldn't really ask you in a place like this, but we need your seal on those papers you prepared for us the other day so–"

At a point three meters to the left of the waiting train, I saw a ball of blindingly intense light, and simultaneously I was plunged into total, unseeing darkness. The next instant, the black veil in which I seemed to be enveloped was pierced by cries and screams of pain, shouts of "Get off!" and "Let me by!", curses, and other voices in indescribable confusion. The passengers came pouring out of the car. I was squeezed off the deck and flung onto the tracks on the opposite side from the platform, landing on something soft that seemed to be a woman's body. Another body landed heavily on top of me in turn. More bodies were piled up on either side of me. A cry of pain and rage escaped me, to be echoed in my ear by a similar cry, in a heavy local accent, from a man whose head was jammed against mine. With cries and groans rising all about me, I shook myself free of those on me and struggled to my feet. I pushed out with all my strength, thrusting others out of the way, until eventually I found myself being buffeting from behind against something hard. Recognizing it as the edge of the platform, I elbowed people out of the way and clambered up onto it.

Here, the cries of pain outnumbered those of alarm and anger. My eyes shut, my body wedged in a wave of humanity, I took one, then another step forward and found myself up against something hard again. Realizing that it was a pillar, I clung to it, scarcely aware of what I was doing. I wrapped my arms about it tightly, but still I was torn and buffeted mercilessly. Pushed to the right, thrust back immediately to the left, many times I came close to being torn

loose. Each time, my arms were squashed, my body and chin ground against the pillar till it seemed that my shoulders must give way with the pain. I knew I had only to let go and join the wave of humanity, yet every time the wave beat against me I clung desperately to the pillar so as not to be swept away. The first opinion I had formed was that the B-29 had dropped a poison bomb that blinded one's eyes, and that the train had been the direct target.

Eventually, quiet descended around me. Slowly and fearfully, I tried opening my eyes. Everything within my field of vision seemed to be obscured with a light brown haze, and a white, chalky powder was falling from the sky. Not a soul was in sight on the platform. Despite the uproar a moment ago, now not even a station official was to be seen in the building. I must have stayed clinging to the pillar with my eyes shut for considerably longer than I had realized.

Dozens of electric wires were dangling loose about the pillar. It occurred to me that they were awfully dangerous. I picked up one of the pieces of board that were lying about everywhere and brought some of the wires together, but there was no sign of a short circuit. Even so, I avoided the places where wires were crossed, pushing them aside with a piece of board as I climbed over a fence of old railroad ties to get out of the station. I was shocked to find that almost every house adjoining the station had been knocked flat, covering the ground about with an undulating sea of tiles. A few houses away from the station a young woman of marriageable age, the upper half of her body emerging from the rubble, was throwing tiles as rapidly as she could lay hands on them and screaming in a shrill voice. She probably thought she was crying "Help," but the sound that emerged was no intelligible human speech.

"Hey, young lady, why don't you get out of there?" called an old man with features like a Westerner, who was passing by. "Nobody can get near you if you throw things like that." He made to approach her as he spoke, but the girl began to fling the tiles at him, and he beat a hasty retreat. She must have been pinned down by a beam or something below the waist, yet it was remarkable that she should be stuck so firmly in the tiles and still move the upper part of her body so freely. The tiles were traveling quite far. She was breaking them, to make them smaller for easier throwing...
(excerpted from *Black Rain*, pages 37-39)

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a. Masuji Ibuse, the author of *Black Rain*, is famous for presenting readers with themes that convey a sense of the indomitable human will to live in the face of tremendous conflict.

b. Draw three sequential illustrations to show the conflicts expressed in this excerpt.

HIROSHIMA POETRY

The following poems were written by Japanese and Americans. Keep the types of conflicts expressed in mind as you read through them as a group.

To begin with—
This place you've come to see called Hiroshima
is no one place.
There are many places, each bearing that name.
One is located in the past.
One is in the present.
One in the future.

Understand—
The legendary place that you seek
is not located on a map.
It is a state of mind.
Anonymous (Japanese)

I saw how terrible and wicked the blast
killing thousands of children and civilians of Hiroshima
some of them my relatives of the past
But maybe my life may have been spared
as I would have been one with the troops
to invade Japan by air or by foot–not really prepared
Anonymous (American)

I Would Be a Witness for Hiroshima
I wish, as a survivor, To be a real human being;
Besides, as a poor mother, Fearing some day when the blue sky
Above the red-cheeked children
And those thousands with promising futures
Be smashed to atoms all of a sudden,
Endangering their bright futures
And now, to be repeated at the nation's cost,
I resolved to shed tears supposed to be shed on dead bodies,
Afresh for those people living now,
Declaring against all war, first of all.
Even if I should perchance be punished under a disgraceful name–
From a mother's protest against death for her own son's sake,
I should never dare to hide myself, never!
Because the day was too much impressed on my retina,
The hellish day of that fatal blaze.

It was August 6 in 1945. At an early hour of the day;
Men and women were to start their daily work, When unexpectedly

The city and all were blown away; Blistered hideously, each and all;
The seven rivers were filled with naked corpses.

Imagine a tale of the inferno/Which he caught a glimpse of once,
And wants to tell of himself, when he is called by the lord of the inferno,
I would go wherever it is, as a witness of the Hiroshima Tragedy,
That I might proclaim its misery;/ I would sing for my life
"No more wars on the earth!"
Sadako Kurihara (Japanese), *Give Me Water: Testimonies of Hiroshima and Nagasaki*, pp. 44, 45

Interrogator of Japanese POWs
I was an interrogator of Japanese POWs
The excuse to give up they would never use
The U. S. dropping the bomb I feel no reservation
to save my comrades lives I have no hesitation
An invasion of Japan would mean more lives
At a time when we want to be home with wives.
Anonymous (American)

We Shall Bring Forth New Life
It was night in the basement of a broken building.
Victims of the atomic bomb
Crowded into the candleless darkness,
Filling the room to overflowing—
The smell of fresh blood, the stench of death,
The stuffiness of human sweat, the writing moans—
When, out of the darkness, came a wondrous voice.
"Oh! The baby's coming!" it said.
In the basement turned to living hell
A young woman had gone into labor!
The others forgot their own pain in their concern:
What could they do for her, having not even a match
To bring light to the darkness?
Then came another voice: "I am a midwife.
I can help her with the baby."
It was a woman who had been moaning in pain only moments before.
And so, a new life was born
In the darkness of that living hell.
And so, the midwife died before the dawn.
Still soaked in the blood of her own wounds.
We shall give forth new life!
We shall bring forth new life!
Even to our death.
Sadako Kurihara (Japanese), *The Songs of Hiroshima*, pp. 23, 24

If the bombs hadn't been dropped
My father would have invaded Japan
if the bombs hadn't been dropped on Hiroshima and Nagasaki
I wonder if he would have lived

if the bombs hadn't been dropped on Hiroshima and Nagasaki
If he had not survived, I wouldn't have been born
if the bombs hadn't been dropped on Hiroshima and Nagasaki
Anonymous (American)

Consider the following:

a. Discuss conflict in each of the poems. What types of conflicts are referred to (e.g., interpersonal, intrapersonal, international, global, intergroup, intragroup)? What can you infer from the poems regarding what each author felt about the results of the atomic bombing, i.e., does each author seem to feel the result was a win-win, win-lose, and/or lose-lose outcome?

b. Write two group poems reflecting your feelings about the atomic bombing of Hiroshima. In one of the poems, focus on interpersonal or intrapersonal conflict, conflict management and/or resolution, and results. In the other poem, focus on international or global conflict, conflict management and/or resolution, and results. Share your poems with the rest of the class.

Lesson 5

THE OCCUPATION

Organizing Questions

What are four steps in analyzing a conflict?
What were some of the changes (e.g., constitutional, political, economic, educational, social) and types of conflicts that occurred in Japan during the Occupation?

Introduction

In this lesson, students will learn about the Occupation of Japan, which took place from September 1945 until April 1952, and be introduced to four steps in analyzing a conflict. Using speeches made by U.S. President Harry Truman and Japanese Emperor Hirohito, students will examine the Japanese surrender as a case study of conflict using the four steps in analyzing a conflict. Students in groups will experience 1–7 small group activities in order to gain broader exposure to the changes and conflicts associated with this period in the history of U.S.-Japan relations. This lesson should take 2 or more class periods.

Objectives

knowledge

- to learn 4 steps in analyzing a conflict
- to learn some of the historical facts concerning the Occupation
- to learn what changes occurred in Japan during the Occupation

attitude

- to gain an understanding of some of the feelings, emotions, and conflicts of both Americans and Japanese during the Occupation

skill

- to work effectively in small groups
- to analyze primary source documents

Materials

- Handout #1: History of the Occupation of Japan, one per group
- Handout #2: Four Steps in Analyzing a Conflict, one per student
- Handout #3: Japan Accepts Potsdam Declaration, one per group
- Reading: Unconditional Surrender, one copy
- Activity #1: The Constitution, one copy
- Activity #2: Haiku From The Occupation Period, one copy
- Activity #3: U.S. Political Cartoons, one copy
- Activity #4: Japanese Political Cartoons, one copy
- Activity #5: Censorship, one copy

Procedure

1. Review the following with students:

   In lesson 1, students were introduced to six categories of conflict (i.e., intrapersonal, interpersonal, intragroup, intergroup, international and global).

   In lesson 2, students were introduced to the various elements of conflict (i.e., participants, goals, interruption, management/resolution methods, results).

   In lesson 3, students were introduced to some methods of conflict resolution and conflict management (e.g., negotiation, litigation, use of pressure, holding an election, competition, use of force, withdrawal, compromise).

   In lesson 4, students were introduced to some categories of results of conflict (i.e., win-win outcome, win-lose outcome, lose-lose outcome).

   Mention to students that in this lesson, which focuses on the Occupation of Japan, students will first be given a brief historical background of this period. Following this, students will be introduced to the four steps of analyzing a conflict and will analyze the surrender of Japan as a case study. Students will also engage in small group activities that focus on changes and conflict during the Occupation period.

2. Distribute copies of Handout #1, The History of the Occupation of Japan, to groups of 3 students. Each group should assign a student reader. Following the reading, students should discuss the questions at the beginning of Handout #1. Lead a class discussion using the questions.

   a. What was the Occupation?
   b. What were the objectives of the Occupation?
   c. What were some major governmental changes made during this time?
   d. Briefly, compare the American governmental structure to Japan's structure.
   e. What were some other changes made during the Occupation?
   f. What are some of the conflicts mentioned in the handout?

3. The next activity introduces the students to the four steps in analyzing a conflict. Write the elements of conflict on the chalkboard for reference.

   participants–goals–interruption–resolution/management methods–results

Distribute Handout #2, Four Steps in Analyzing a Conflict, to each student. Introduce the four steps of analyzing a conflict by using the information on Handout #2 to analyze the following conflict:

Country A and Country B disagree about their mutual border; each wants more territory than the other wants to allow.

Ask students the Key Questions and Supplemental Questions and list their responses on the chalkboard. (Answers or possible answers are in parentheses.)

STEP 1: IDENTIFICATION

This step refers to these portions of the elements of conflict: **participants–goals–interruption**

Key Questions:
Who were the participants? (Country A and Country B)

What were the goals of each participant and what was the nature of the conflict? (Each nation wants to gain as much land as possible. The conflict is a border dispute related to mutually incompatible goals.)

Supplemental Questions:
Would you classify the conflict as intrapersonal, interpersonal, intragroup, intergroup, international, or global? (international)

Is the conflict concerning values, interests, resources, or a combination of these? (The goal of both nations is to gain land resources.)

Are the participants' goals and motives hidden or obvious? What assumptions have you made about participants' goals? (While the given situation indicates that both nations want more territory, it is unclear why they want their territory. Do they want to weaken the other nation? Do they need land for more crops?)

What signals or evidence is there of conflict? (Beyond the disagreement we are told about, no other signs of conflict are indicated.)

STEP 2: ALTERNATIVES

This step refers to this portion of the elements of conflict: **resolution/management methods**

Key Questions:
Were there particular areas of agreement or disagreement between the participants to note? (The participants disagree about their mutual border. No areas of agreement have been specified.)

STEP 2 (continued)

What possible alternatives existed as methods to resolve or manage the conflict? (Possible answers: Country A and Country B could go to war, and the victor could take all the land. Country A and Country B could negotiate and agree to draw the border so that each gets an equal amount of territory. Country A and Country B could agree to allow a neutral third nation to arbitrate their dispute. If the two countries are trade partners, Country A could exert influence by imposing economic sanctions on Country B.)

Which alternatives might have resulted in a win-win outcome? Win-lose? Lose-lose? (Answers depend of one's perception and characterization of the methods. For example, some might categorize the war option as win-lose while others may see this option as win-win or lose-lose. Students should support their opinion.)

Supplemental Questions:
How might the suggested alternatives affect the original goals of each participant? (Possible answer: Participants may believe the alternatives will meet all or part of their original goals.)

STEP 3: ACTION

This step assumes that both participants are not ignoring the conflict. Conflict resolution or conflict management action is taken by one or both participants. This step refers to this portion of the elements of conflict:
resolution/management methods

Key Questions:
What alternatives were chosen by both participants? Why? Did the participants want to resolve or manage the conflict? (Possible example: Country B decides to ask Country A to agree to allow a neutral third nation to arbitrate the dispute. Country B sees arbitration as leading to conflict resolution, which it feels is desirable for ethical and practical reasons. Country B believes war would be too costly and would seriously escalate the conflict. Country B has never had good relations with Country A so it believes Country A will not negotiate directly. Country A, on the other hand, decides to go to war. It believes war is the fastest method of achieving its goals and resolving the conflict. Country A believes that it will not achieve all of its goals through negotiation or economic sanctions.)

How were the plans of both participants carried out? (Possible answer: Country B will ask its ambassador located in Country A to meet with Country A's government officials and request that both nations agree to allow a third nation to arbitrate. Country A, on the other hand, will prepare quickly for war. Country A plans to militarily occupy the disputed land. Country A hopes that Country B will withdraw from the area and choose not to engage in a full war.)

STEP 3 (continued)

Supplemental Questions:

Are the consequences of a particular course of action hard to predict? Why? (Possible answer: Yes. There is no certainty about the following issues: if Country A is militarily superior to Country B; if Country B will withdraw from the disputed land; if Country A will change its policy and allow a third nation to arbitrate; and if still other nations will become involved in the resolution or management of the conflict.)

What assumptions are made about values demonstrated by each participant in preferring one course of action over another? Do participants attach greater importance to one interest over another? (Possible answer: Country B may value nonviolence. Country B may assume that negotiation will lead to conflict resolution. Country A may value the display of power. Country A may assume that the show of force will lead to a quick conflict resolution.)

STEP 4: EVALUATION

This step refers to these portions of the elements of conflict: **resolution/management methods–results**

Key Questions:

Did the participants' plans work? What happened? Were additional conflict resolution or management steps taken? (Possible answer: Country A may know its plan is working if Country B withdraws from the disputed land. Country B may know its plan is working if Country A decides to let a third nation arbitrate.)

Supplemental Question:

What are your assumptions about results? (Possible answer: If Country A agrees with Country B to let a third nation arbitrate, we may assume that Country A is no longer preparing to militarily occupy the territory. Similarly, we may assume that the third nation's decision will be adhered to by both Country A and Country B.)

4. The next activity is designed to give students a sense of the tone of the Occupation as set by the leaders of the two countries and to give students an opportunity to analyze conflict using the four steps. Emperor Hirohito addressed the Japanese public and asked for cooperation and support during the Occupation. This was the first time the Japanese people had ever heard the Emperor speak. President Harry Truman addressed the American public, informing them of Japan's surrender.

Have students form groups of 3. Distribute copies of Handout #3, Japan Accepts Potsdam Declaration, to each of the groups. The task of the groups is to analyze the surrender of Japan as a case study of conflict using the four steps in analyzing a conflict.

5. Debrief this activity by having a reporter from each group share the group's analysis. Compare each group's identification of conflicts, alternatives, actions, and evaluations.

6. Have a student read the Reading, Unconditional Surrender, to the class. In what ways are the perspectives of President Truman and Emperor Hirohito different or similar?

7. To give students further exposure to changes and conflict during the Occupation period, distribute one of the Activities #1–5 to groups of 3 students. It is recommended that each group work with two or more of the activities provided, so as to gain maximum exposure to the issues related to the Occupation. Allow 30 minutes for groups to work through their activities.

8. Each group should share a 5-10 minute summary of its activity with the rest of the class. Reinforce the following points from the activities.

- During the Occupation of Japan, a new constitution was written primarily by Americans for Japan. There were many conflicts that resulted because of the cultural, religious, and linguistic differences between the United States and Japan. Article 9, the renunciation of war, continues to cause substantial international conflict and debate today.

- Poetry and songs written during the Occupation period sometimes reflected the conflicts resulting from American or other Western influences on Japanese culture and society.

- In both the Japanese and the U.S. media, there were often dramatic changes evident from images of one another during the war as compared to images of one another during the Occupation years.

- Japanese textbook censorship was a major educational reform effort during the Occupation.

9. Bring closure to this lesson by reviewing the four steps in analyzing a conflict (i.e., identification, alternatives, action, evaluation). Mention to students that this curriculum unit will conclude with a lesson introducing the concept of conflicts having both constructive and destructive results with a focus on the 50th anniversary of the Japanese bombing of Pearl Harbor.

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THE HISTORY OF THE OCCUPATION OF JAPAN

While reading this handout in your small group, think of possible answers to the following questions:

a. What was the Occupation?
b. What were the objectives of the Occupation?
c. What were some major governmental changes made during this time?
d. Briefly, compare the American governmental structure to Japan's structure.
e. What were some other changes made during the Occupation?
f. What are some of the conflicts mentioned in the handout?

August 14, 1945 marked the end of war between the United States and Japan. On that day, Japanese Emperor Hirohito formally announced Japan's acceptance of the Allied Potsdam Declaration, which called for the unconditional surrender of Japan. The ceremony of Japan's official surrender occurred September 2, 1945, which also officially began the Occupation. Japan came under the control of the Allied Forces.

The Occupation of Japan covered the time period from September 2, 1945, until April 28, 1952, when Japan became independent. While the Occupation was technically undertaken by the Allied forces, in practice, the United States dominated Occupational control. American General Douglas MacArthur was appointed Supreme Commander for the Allied Powers (SCAP) and retained that position until April 1951, when he was replaced by General Matthew Ridgway. Japan was virtually isolated from other contact, and communication was monitored and censored by the American government.

From the outset, the main objectives of the Occupation were the disarmament of Japan and the establishment of conditions to prevent the revival of a Japanese military threat in the Pacific. It was believed that democratization would best achieve this second objective, and therefore the democratization of Japan became a major emphasis of the Occupation.

One of the first things General MacArthur pushed to reform, was the Meiji Constitution, Japan's first constitution. The Meiji Constitution was promulgated in 1889. Article III of the Meiji Constitution states that "the person of the Emperor is sacred and inviolable," and Article XIII states that "the Emperor declares war, makes peace, and concludes treaties." The American forces wrote a draft for a new and completely revolutionary constitution for Japan. After some minor revisions by the Japanese government, the new constitution was accepted and went into effect May 3, 1947. This constitution still remains in effect today. The new constitution declared the emperor to be the "symbol of the state and of the unity of the people," and decreed that the "sovereignty resides with the people." Under the new constitution, fundamental human rights became guaranteed, and the areas of individual freedom were defined in the Japanese "Bill of Rights." A bicameral legislative body, named the Diet (consisting of a House of Representatives and a House of Councilors) became the highest organ of state power and the sole law-making organ of the State. Members of the two legislative bodies are selected by general elections. The Diet then appoints one of its members as prime minister. The prime minister has executive

power and selects ministers of state who comprise the Executive Cabinet. An independent judiciary is then appointed by the cabinet.

The constitution revised laws governing the military and police. Article 9 renounced the threat or use of force to settle international disputes. Additionally, the constitution called for the decentralization of police in Japan to ensure that the policing units or military could never again be as united and as strong as it had been during the prewar era. A system of purging militarists from the government and barring them from holding governmental positions began early in 1946 but was soon relaxed. Many former officeholders were permitted to reenter the government.

Reforms were also made in the economic and educational realms. Antimonopoly laws were created to avoid economic control by large businesses. An educational system consisting of six years elementary, three years middle school, and three years high school training, was implemented. The nine years of schooling up to and including middle school became compulsory. Militarism and references to the sovereignty of the emperor were censored from textbooks. These texts were later rewritten with such references omitted.

Teachers and educational officials were investigated, and those found to have been proponents of militarism and ultranationalism were removed. Those who had been dismissed or suspended during the war for liberal or antimilitaristic opinions or activities were eligible for reappointment.

The Occupation period was an era of abrupt changes in political, economic, and educational changes. However, this was also the first large-scale meeting of the American and Japanese cultures. Neither the Americans nor the Japanese knew exactly what to expect or what would happen. Instances of both cooperation and conflict resulted.

FOUR STEPS IN ANALYZING A CONFLICT

STEP 1: IDENTIFICATION
This step refers to these portions of the elements of conflict:
participants–goals–interruption

Key Questions:
Who were the participants?
What were the goals of each participant and what was the nature of the conflict?

Supplemental Questions:
Would you classify the conflict as intrapersonal, interpersonal, intragroup, intergroup, international, or global?
Is the conflict concerning values, interests, resources, or a combination of these?
Are the participants' goals and motives hidden or obvious? What assumptions have you made about participants' goals?
What signals or evidence is there of conflict?

STEP 2: ALTERNATIVES
This step refers to this portion of the elements of conflict:
resolution/management methods

Key Questions:
Were there particular areas of agreement or disagreement between the participants to note?
What possible alternatives existed as methods to resolve or manage the conflict?
Which alternatives might have resulted in a win-win outcome? Win-lose? Lose-lose?

Supplemental Questions:
How might the suggested alternatives affect the original goals of each participant?

STEP 3: ACTION
This step assumes that both participants are not ignoring the conflict. Conflict resolution or conflict management action is taken by one or both participants. This step refers to this portion of the elements of conflict:
resolution/management methods

Key Questions:
What alternatives were chosen by both participants? Why? Did the participants want to resolve or manage the conflict?
How were the plans of both participants carried out?

Supplemental Questions:
Are the consequences of a particular course of action hard to predict? Why?
What assumptions are made about values demonstrated by each participant in preferring one course of action over another? Do participants attach greater importance to one interest over another?

STEP 4: EVALUATION

This step refers to these portions of the elements of conflict:
resolution/management methods–results

Key Questions:
Did the participants' plans work? What happened? Were additional conflict resolution or management steps taken?
What were the results of the conflict?

Supplemental Question:
What are your assumptions about the results?

JAPAN ACCEPTS POTSDAM DECLARATION

By Emperor Hirohito of Japan
Radio broadcast, Tokyo, Japan. Transmitted by Domei and recorded by the Federal Communications Commission, August 14, 1945.

To our good and loyal subjects: After pondering deeply the general trends of the world and the actual conditions obtaining in our empire today, we have decided to effect a settlement of the present situation by resorting to an extraordinary measure.

We have ordered our Government to communicate to the Governments of the United States, Great Britain, China and the Soviet Union that our empire accepts the provisions of their joint declaration.

To strive for the common prosperity and happiness of all nations as well as the security and well-being of our subjects is the solemn obligation which has been handed down by our imperial ancestors and which we lay close to the heart.

Indeed, we declared war on America and Britain out of our sincere desire to insure Japan's self-preservation and the stabilization of East Asia, it being far from our thought either to infringe upon the sovereignty of other nations or to embark upon territorial aggrandizement. But now the war has lasted for nearly four years. Despite the best that has been done by everyone–the gallant fighting of the military and naval forces, the diligence and assiduity of our servants of the State and the devoted service of our 100,000,000 people–the war situation has developed not necessarily to Japan's advantage, while the general trends of the world have all turned against her interest.

Moreover, the enemy has begun to employ a new and most cruel bomb, the power of which to do damage is, indeed, incalculable, taking the toll of many innocent lives. Should we continue to fight, it would not only result in an ultimate collapse and obliteration of the Japanese nation, but also it would lead to the total extinction of human civilization.

Such being the case, how are we to save the millions of our subjects, or to atone ourselves before the hallowed spirits of our imperial ancestors? This is the reason why we have ordered the acceptance of the provisions of the joint declaration of the powers.

We cannot but express the deepest sense of regret to our allied nations of East Asia, who have consistently co-operated with the Empire toward the emancipation of East Asia.

The thought of those officers and men as well as others who have fallen in the fields of battle, those who died at their posts of duty, or those who met with death [otherwise] and all their bereaved families, pains our heart night and day.

The welfare of the wounded and the war sufferers and of those who have lost their homes and livelihood is the object of our profound solicitude. The hardships and sufferings to which our nation is to be subjected hereafter will be certainly great.

We are keenly aware of the inmost feelings of all of you, our subjects. However, it is according to the dictates of time and fate that we have resolved to pave the way for a grand peace for all the generations to come by enduring the [unavoidable] and suffering what is insufferable. Having been able to save and maintain the structure of the Imperial State, we are always with you, our good and loyal subjects, relying upon your sincerity and integrity.

Beware most strictly of any outbursts of emotion that may engender needless complications, of any fraternal contention and strife that may create confusion, lead you astray and cause you to lose the confidence of the world.

Let the entire nation continue as one family from generation to generation, ever firm in its faith of the imperishableness of its divine land, and mindful of its heavy burden of responsibilities, and the long road before it. Unite your total strength to be devoted to the construction for the future. Cultivate the ways of rectitude, nobility of spirit, and work with resolution so that you may enhance the innate glory of the Imperial State and keep pace with the progress of the world.

After reading this speech by Emperor Hirohito, analyze the surrender of Japan as a case study of conflict using Handout #2, Four Steps in Analyzing a Conflict. Focus primarily on the Key Questions listed under each of the four steps. Prepare a 5 minute summary of your analysis to share with the class.

UNCONDITIONAL SURRENDER

By Harry S. Truman, President of the United States
Statement to Press, Washington, D.C., August 14, 1945

I have received this afternoon a message from the Japanese government in reply to the message forwarded to that government on Aug. 11. I deem this reply a full acceptance of the Potsdam Declaration, which specifies the unconditional surrender of Japan. In the reply there is no qualification.

Arrangements are now being made for the formal signing of surrender terms at the earliest possible moment.

General Douglas MacArthur has been appointed the Supreme Allied Commander to receive the Japanese surrender. Great Britain, Russia and China will be represented by high-ranking officers.

Meantime, the Allied armed forces have been ordered to suspend offensive action. [The Allies' first order to Japan, issued at once by President Truman, was for the Japanese to stop the war on all fronts.]

The proclamation of V-J Day must wait upon the formal signing of the surrender terms by Japan.

Japan's Acceptance of Terms

Following is the Japanese government's message accepting our terms:
(Communication of the Japanese government of Aug. 14, 1945, addressed to the governments of the United States, Great Britain, the Soviet Union and China:)

With reference to the Japanese government's note of Aug. 10 regarding their acceptance of the provisions of the Potsdam Declaration and the reply of the governments of the United States, Great Britain, the Soviet Union and China sent by American Secretary of State James F. Byrnes under the date of Aug. 11, the Japanese government have the honor to communicate to the governments of the four powers as follows:

1. His Majesty the Emperor has issued an Imperial Rescript regarding Japan's acceptance of the provisions of the Potsdam Declaration.
2. His Majesty the Emperor is prepared to authorize and insure the signature by his government and the Imperial General Headquarters of the necessary terms for carrying out the provisions of the Potsdam Declaration. His Majesty is also prepared to issue his commands to all the military, naval and air authorities of Japan and all the forces under their control wherever located to cease active operations, to surrender arms and to issue such other orders as may be required by the Supreme Commander of the Allied Forces for the execution of the above-mentioned terms.

THE CONSTITUTION

A constitution is the basic principles and laws of a nation, state, or social group that determine the powers and duties of the government and guarantee certain rights to the people in it. The promulgation of Japan's first constitution (referred to as the Meiji Constitution) was in 1889. Many articles of the Meiji Constitution make reference to the army and to navy and war (some articles are listed below).

One of the primary goals of the Occupation was to disarm and demilitarize Japan. General MacArthur pushed for reform in the Meiji Constitution in order to help accomplish this. The new Constitution of Japan was drafted in secrecy within General MacArthur's headquarters. For many Japanese and Japanese government leaders, many of the expressions and ideas were alien, for example–it transformed the Emperor from sovereign and theoretical fountainhead of authority into a mere "symbol of the State." The new constitution of Japan went into effect in 1947. Since the end of the Occupation in 1952, the constitution has never been revised or amended. However, controversy surrounding the new Constitution has continued. For example, while Article 9 in the 1947 Constitution seems to prohibit Japan from maintaining any armed forces, since 1950, it has been interpreted so as to allow the maintenance of limited armed forces for the purpose of self-defense. Also, during the recent Persian Gulf War, Japan was heavily criticized for only contributing monetarily, while other countries sent people. This sparked a debate over whether or not the Japanese Self-Defense Forces should be allowed to join United Nations peace-keeping operations.

Compare the following articles from the Meiji Constitution of 1899 with selected articles from the new Constitution of Japan, which went into effect in 1947. Following this, your group will be answering questions related to the four steps in analyzing a conflict.

Meiji Constitution, 1899

The Emperor

Article III:
The person of the Emperor is sacred and inviolable.

Article XI:
The Emperor has the supreme command of the army and navy.

Article XIII:
The Emperor declares war, makes peace, and concludes treaties.

The Rights and Duties of Subjects

Article XIX:
Japanese subjects shall all equally be eligible for civil and military appointments, and any other public offices, subject only to the conditions prescribed by Laws and Ordinances.

Article XX:
Japanese subjects are amenable to service in the army or navy, according to the provisions of law.

The Constitution of Japan, 1947

Chapter I: The Emperor
Article 1: The Emperor shall be the symbol of the State and of the unity of the people, deriving his position from the will of the people with whom resides sovereign power.

Article 4: The Emperor shall perform only such acts in matters of state as may be provided for in this Constitution and he shall not have powers related to the government.

Chapter II: Renunciation of War
Article 9: Aspiring sincerely to an international peace based on justice and order, the Japanese people forever renounce war as a sovereign right of the nation and the threat or use of force as means of settling international disputes.

In order to accomplish the aim of the preceding paragraph, land, sea, and air forces, as well as other war potential, will never be maintained. The right of belligerency of the state will not be recognized.

Four Steps in Analyzing a Conflict

Step 1: IDENTIFICATION
What was one of the primary goals of the Occupation and what was the nature of the conflict?

Who were the participants?

Step 2: ALTERNATIVES
Describe a strategy MacArthur chose to use to help meet the primary goals of the Occupation.

Step 3: ACTION
Describe some of the changes made in the Constitution of Japan, 1947.

Step 4: EVALUATION
What were some of the reactions to the Constitution of Japan, 1947?

Describe some of the results of the Constitution of Japan, 1947.

In your opinion, was the Constitution of Japan, 1947 a success?

HAIKU FROM THE OCCUPATION PERIOD

The American Occupation of Japan resulted in a large-scale meeting of the two cultures. The Japanese were exposed to new and different Western ideas, and many conflicts emerged. One way to study these conflicts is to study some of the poetry of the time period. Haiku is a traditional style of poetry in Japan. It generally follows the following guidelines:

(a) structure: three lines, 17 syllables, in 5-7-5 order
(b) grammar/syntax: not full sentences
(c) rhyme scheme: no rhyme scheme
(d) subject: usually nature with a specific season; one's personal experience
(e) theme: usually only one per poem
(f) poetic diction (vocabulary): concrete, natural images; economy of words, lack of unnecessary repetition; use of special words that immediately evoke the particular season or feeling in the reader's mind.

Read and discuss the following three haiku poems, written by Japanese poets during the Occupation period. Note that in the translation of the haiku to English, sometimes, the strict syllable order is not possible.

After a heated argument
I go out to the street
and become a motorcycle.

(Possible interpretation: Open confrontation and argumentation is not common in the Japanese culture.)
a. How do you feel reading this poem?
b. What conflicts do you sense in the poem?
c. What does this poem reveal about the post-war era?

Like an arm overstretched
and tired, reddish brown smoke
rising from a steel mill.

(Possible interpretation: Rapid rebuilding and modernization began after the war.)
a. How do you feel reading this poem?
b. What conflicts do you sense in the poem?
c. What does this poem reveal about the post-war era?

I keep rubbing an awl,
in the darkness of despair
I keep rubbing an awl.

note: an awl is a pointed instrument for marking surface or piercing small holes (as in leather or wood

(Possible interpretation: Japan was in a recession after the war.)

a. How do you feel reading this poem?
b. What conflicts do you sense in the poem?
c. What does this poem reveal about the post-war era?

Develop three haiku poems reflecting interpersonal, intergroup, and international conflict during the Occupation of Japan. Prepare to share (with the rest of the class) a 5 minute analysis of your poems, focusing on the four steps in analyzing a conflict. Refer to Handout #2 in your analysis. Obviously, because of word limitations, inferences will have to be made in analyzing the conflict conveyed in each poem.

Following is another example of a haiku:

Fear of MacArthur
love American G.I.s
chocolate candy
(a Japanese child's haiku from 1945)

U.S. Political Cartoons

The media plays a large role in both expressing and shaping public opinion. For some people, the only exposure they have to other people, cultures, and ideas is through the media. As a result, stereotypes are often depicted and reinforced by the media. Political cartoons, for example, can both reflect and form public opinion.

Using the questions below, analyze the American wartime cartoon entitled "Louseous Japanicas," reprinted from the March 1945 edition of *Leatherneck*.

Louseous Japanicas

The first serious outbreak of this lice epidemic was officially noted on December 7, 1941, at Honolulu, T. H. To the Marine Corps, especially trained in combating this type of pestilence, was assigned the gigantic task of extermination. Extensive experiments on Guadalcanal, Tarawa, and Saipan have shown that this louse inhabits coral atolls in the South Pacific, particularly pill boxes, palm trees, caves, swamps and jungles.

Flame throwers, mortars, grenades and bayonets have proven to be an effective remedy. But before a complete cure may be effected the origin of the plague, the breeding grounds around the Tokyo area, must be completely annihilated.

Discuss the following (based on Handout #2, Four Steps in Analyzing a Conflict):

Step 1: IDENTIFICATION

a. Who are the participants described or depicted in this cartoon?

b. How are the Japanese portrayed physically?

c. What is the nature of the conflict?

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Step 2: ALTERNATIVES

a. Describe the conflict resolution/management methods mentioned in the cartoon.

Step 3: ACTION

a. Describe the conflict resolution or conflict management action mentioned in the cartoon.

Step 4: EVALUATION

a. Can you infer any results of the conflict from the cartoon?
b. Following the end of the war in August 1945, U.S. media images of Japan and the Japanese (in some instances) changed dramatically. For example, the September 1945, edition of the same magazine, *Leatherneck*, featured the following cartoon on the cover. How had the depiction of the Japanese changed? What results can you infer from this cover?

Draw two political cartoons illustrating any international conflict from the past or present. Make sure you keep the elements of conflict in mind as you construct them. Share your cartoons with the rest of the students and ask them to analyze the conflicts expressed in them, using some of the key questions listed on Handout #2, Four Steps in Analyzing a Conflict.

Japanese Political Cartoons

The media plays a large role in both expressing and shaping public opinion. For some people, the only exposure they have to other people, cultures, and ideas is through the media. As a result, stereotypes are often depicted and reinforced by the media. Political cartoons, for example, can both reflect and form public opinion.

Examine the Japanese cartoon depiction of President Franklin D. Roosevelt during the war, and note how he is portrayed. This is the cover of *Manga* [comics] Magazine.

Following the end of the war in August 1945, Japanese media images of the U.S. and Americans (in some instances) changed dramatically. For example, in an Occupation period edition of the same magazine, *Manga*, the following cartoon was on the cover. How has the depiction of the Americans changed? What results can you infer from this cover?

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Next examine the following Japanese cartoon published during the Occupation period, using the questions below.

[top frame] Sazae and her little sister emerge from a store that rations bread. "Older sister," says little sister, "I dropped a loaf of bread." Sazae replies, "Oh, no." [second frame] "Well, start looking for it...." [third frame] American soldiers in a truck zip by. [fourth frame] "There it is!"

Discuss the following (based on Handout #2, Four Steps in Analyzing a Conflict):

Step 1: IDENTIFICATION

a. Who are the participants depicted in this cartoon?

b. What is the nature of the conflict?

Step 2: ALTERNATIVES

a. Describe the conflict resolution/management methods suggested in the cartoon.

Step 3: ACTION

a. Describe the conflict resolution or conflict management action depicted in the cartoon.

Step 4: EVALUATION

a. Can you infer any results of the conflict from the cartoon?

b. What impressions are conveyed about U.S. soldiers?

Draw two political cartoons illustrating an international conflict from the past or present. Make sure you keep the elements of conflict in mind as you construct them. Share your cartoons with the rest of the students and ask them to analyze the conflicts expressed in them, using some of the key questions listed on Handout #2, Four Steps in Analyzing a Conflict.

CENSORSHIP

Read the following information about censorship of Japanese school textbooks during the Occupation of Japan. Following this, your group will be answering questions related to the four steps in analyzing a conflict.

During the Occupation of Japan, the Supreme Commander for the Allied Powers' Civil Information and Education (CIE) section to the Japanese Ministry of Education had two tasks:

1. Reopen the Japanese schools.
2. Eliminate any expression of militaristic, ultra-nationalistic or State Shinto doctrines. (Note: Shinto is a religion of Japan and means "the way of the *kami*." *Kami* refer to spirits with special powers. These spirits can take the form of gods or may be found in rocks, mountains, or other natural phenomenon.)

The biggest conflict that CIE encountered, however, was that many of the textbooks used in schools had been rewritten prior to and during World War II. According to CIE, these texts were full of prowar propaganda and contained extensive military, ultra-nationalist and Shinto ideology that were deemed contradictory to the goals of the Occupation. Because textbooks were needed immediately to reopen the schools, there was no time to rewrite the textbooks. Therefore, the old textbooks were censored.

Teachers and principals, under CIE direction, were instructed to "blot out, cut out, and paste pages together" to eliminate any objectional material. These textbooks were only for emergency use until "stop-gap" textbooks could be published, omitting the information deemed objectionable. Later, new textbooks were rewritten with considerable American influence.

The following were the guidelines established by CIE for textbook censorship:

Militarism

In order that the educational program will not be hampered in developing concepts and attitudes which will contribute to a peaceful, non-aggressive government in Japan, that subject-matter shall be deleted from textbooks which is designed to promote the spirit of militarism and aggression through:

1. The glorification of war as a heroic and acceptable way of settling disputes;
2. The glory of dying for the Emperor with unquestioning loyalty;
3. The idealization of war heroes by glorifying their military achievements;
4. The development of the idea that military service is the most patriotic manner of serving one's country;
5. The objects of military glorification: guns, warships, tanks, fortresses, soldiers, et cetera.

Ultra-Nationalism

In order that the educational program will not be hampered in developing concepts and attitudes conducive to democratic tendencies and friendly international relations based upon

principles of equal rights and individual responsibilities, that subject-matter shall be deleted from textbooks which is designed to promote:

1. The greater East Asia Co-Prosperity Sphere doctrine or any other doctrine of expansion;
2. The idea that the Japanese people are superior to other races and nationalities;
3. The concepts and attitudes which are contrary to the principles set forth in the Charter of the United Nations;
4. The idea that the Emperor should be obeyed with unquestioning loyalty;
5. The idea that the Emperor of Japan is superior to the heads of other states and that the *Tenno* [Emperor] system is sacred and immutable.

Religious Discrimination
In order to contribute toward achieving religious freedom for the Japanese people and the separation of religion and state, that subject-matter shall be deleted from textbooks which is designed to promote:

1. The doctrine, creed, or philosophy of any religion, for example, Shinto;
2. The rites, ceremonies, and observances of any religion;
3. The objects of any religious rite, ceremony, and observances.

Four Steps in Analyzing a Conflict

Step 1: IDENTIFICATION
What were the two tasks of CIE?

Describe the conflict CIE encountered regarding Japanese textbooks.

Who were the participants?

Step 2: ALTERNATIVES
Describe the alternatives for CIE in attempting to accomplish its two tasks.

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Step 3: ACTION
How were the plans of CIE carried out?

Step 4: EVALUATION
Discuss the following examples of censored material:

> "When one of the five merchants violated the law the rest closed their shops for five days in order to apologize to the gods." (From a textbook teaching commerce students how to run a business)
>
> "And thus during the long months our nation's efforts to maintain peace in the Far East were like bubbles on water until finally Japan's homeland itself was endangered." (From a history textbook)
>
> "Because our nation is a sacred Gods' country originally given birth to by the Gods—she will prosper in the future and to infinity with heaven and earth." (From a history textbook)

How do these examples comply with the guidelines for censorship?

Do you believe these passages should have been censored from school textbooks? Why or Why not?

Choose a page from one of your history textbooks. If you were a teacher of this material and you were instructed to blacken out any objectionable material as described by the CIE guidelines, would you delete any parts? Explain your reasons for your choice.

Lesson 6

THE 50TH ANNIVERSARY OF PEARL HARBOR

Organizing Questions

Can conflicts have both constructive and destructive results?
What were some American and Japanese perspectives of the 50th anniversary of Pearl Harbor?
Are interpersonal conflicts and international conflicts related?

Introduction

The passage of time alters many things, our memories and reconstructed history included. Without a conscious effort to remember the past, it can soon be forgotten and slide into the realms of insignificance and obscurity. Events like the Japanese attack of Pearl Harbor or the U.S. bombing of Hiroshima and Nagasaki are called to memory at regular intervals as are other festivals and anniversaries, tragedies and triumphs, both to affirm our past and to contemplate our future. In many ways, this remembering and recreating of history may well be the most distinctive human activity. It is also true, however, that the events we choose to remember and those we choose to forget often tell us more about the people doing the remembering than the events called to memory.

It is the purpose of this lesson to try to help students understand how conflicts can have both constructive and destructive results and how the cluster of impressions and associations tied to the bombing of Pearl Harbor continue to affect present-day U.S.–Japan relations. The media attention that surrounded the 50th anniversary of the bombing of Pearl Harbor was a multicolored tapestry, with threads leading off into the distant past as well as into the future. All of these threads must be considered in order to perceive the overall pattern that is being created. It is this pattern of national remembrance, both in Japan and in the United States, that this lesson will attempt to describe to students.

This curriculum unit concludes with students considering ways in which interpersonal conflicts and international conflicts are related. It is a sincere hope that the analyses of conflict in these six episodes of U.S.–Japan relations will help students analyze various types conflict in the present and into their futures.

The lesson should take 1-2 class periods.

lesson six

Objectives

knowledge

- to learn that conflicts can have both constructive and destructive results
- to consider if interpersonal conflicts and international conflicts are related
- to learn about some of the events surrounding the 50th anniversary of the Japanese attack on Pearl Harbor

attitude

- to appreciate differences in Japanese and American perspectives of Pearl Harbor

skill

- to work effectively in small groups
- to interpret political cartoons, speeches, polls, newspaper articles, and editorials

Materials

- Transparency: "Fuji Santaro"
- Student Reading: Excerpts from President Bush's speech, one copy
- Activity #1: Apologies, one copy
- Activity #2: The Japanese Press Reflects on Pearl Harbor, one copy
- Activity #3: Polls, one copy
- Activity #4: Japanese Americans: Feeling Caught Between Cultures
- Activity #5: Pearl Harbor Recollections, one copy

Procedure

1. Point out that conflicts can have both constructive and destructive results. Develop definitions of these terms with students. Ask for examples of conflicts having both constructive and destructive results from each of the previous lessons. Some examples might be:

- Lesson 1: Some of the interpersonal and international conflicts between the Americans and the Japanese ambassadors led to discussions that eventually led to the establishment of trade between the two countries. This could be considered a constructive result. However, many heated arguments about trade between the two countries have continued from the 1860s until the present. This could be considered a destructive result.

- Lesson 2: Many of the Japanese immigrant picture brides who came to the United States experienced tremendous intrapersonal conflict, which caused at times destructive results like emotional stress and anxiety. However, many of the picture brides went on to raise families that became successful in the United States. This could be considered a constructive result.

- Lesson 3: Some Americans believe that the destructive results of Pearl Harbor brought about the constructive result of unifying the people of the United States for war against the Axis powers.

- Lesson 4: Many Japanese and Americans believe that the destructive results of the atomic bombing of Hiroshima and Nagasaki saved many more American and Japanese lives than if the war had continued with American troops invading Japan. Also, the atomic bombings influenced the Japanese decision to surrender, a constructive result for the Allied powers.

- Lesson 5: For many Japanese, there were many destructive results brought about by the new Constitution of Japan in 1947. For example, in the eyes of many Japanese, the Emperor was sacred and inviolable. However, in the Constitution of 1947, the Emperor became merely a symbol of the State, creating conflict in the minds of some Japanese. However, by eliminating the Emperor's power to declare war and by getting the Japanese to renounce war as a sovereign right of the nation, many lives may have been saved.

Ask students to consider what types of conflict management and resolution methods encourage constructive results? Destructive results? Is it possible to make generalizations? Share the following additional information with students.

In evaluating a conflict, deciding whether the results are constructive or destructive can be difficult. For example, the results may benefit one of the participants but harm another. The results of such a conflict, then, are seldom wholly constructive or destructive, but often are a combination of the two.

Also, there is a difference between conflict itself and the results of conflict. Results are either positive, negative, or a combination of the two. Conflict itself, however, is not intrinsically constructive or destructive. Conflicts have outcomes; the type of situation that results is either constructive or destructive. There is some confusion, however, because people tend to link results with conflict instead of differentiating between the two.

Point out that conflict is related to, but not synonymous with, aggression, violence, and competition. It may be helpful to read dictionary definitions of the terms to students. Ask students the following open-ended questions:

- What is the difference between aggression and violence? Is aggression a physical action? Can it be a mental and emotional outlook? What are possible causes of aggression? Is violence necessarily physical? What are the possible causes of violence? How may aggression and violence be related? Can one help cause the other?

- How is conflict related to aggression and violence? Is aggression an element of all conflicts? Is violence an element of all conflicts? Find examples of conflicts that involve neither aggression nor violence. Give an example of a global conflict that involves neither aggression nor violence.

- What is the difference between conflict and competition? What is the role of rules in competition?

- Which conflicts are most difficult to resolve or manage: conflicts concerning values, interests, or resources? Why?

2. Ask students if their community or American society generally places value on particular conflict resolution or management methods discussed by the class. That is, are some methods culturally preferred in given conflict situations?

   Inform students that the occasion of the 50th anniversary of the Japanese attack of Pearl Harbor brought out numerous special articles and programs in the media, both in Japan and in the United States. In this lesson, both Japanese and American conflicts and conflict resolution and/or management methods surrounding the events of the 50th anniversary of Pearl Harbor will be examined. Students will also examine constructive and destructive results of conflicts associated with the 50th anniversary of Pearl Harbor.

3. To begin, show the 1991 Japanese comic, "Fuji Santaro," using an overhead transparency.

   Have students examine the comic strip. What does the comic strip imply? (The cartoonist seems to be implying that the American insistence on remembering the past of World War II is a rather unpeaceful attitude, as opposed to the Japanese peaceful approach.) What types of conflict(s) are represented in the comic strip?

   Note that in Japan, when Pearl Harbor is remembered, it is often thought of in terms of its (perceived) relationship with Hiroshima. Why might this be the case? (Many Japanese and American scholars have noted that embedded in this perception is, perhaps, the sense that whatever wrong Japan may have perpetrated during World War II was somewhat neutralized or even washed clean by the atomic bombing of Hiroshima and Nagasaki.) Note that the comic strip was published on August 6th, the anniversary of the atomic bombing of Hiroshima. Are there constructive as well as destructive results implied in the comic strip?

4. Next, have a student read the "Excerpts from President Bush's Speech, Pearl Harbor Ceremony Commemorating the 50th Anniversary of the Japanese Attack" to the class.

   Following the reading, ask the following questions:

   a. What are some of the conflicts mentioned by President Bush?
   b. Japanese were not invited to the ceremony. How do you feel about this?
   c. What does President Bush mean by Pearl Harbor as a "rallying cry?"
   d. Discuss President Bush's views on isolationism.
   e. How does the speech compare to the Japanese cartoon, "Fuji Santaro"?
   f. What does the President say about Japanese American internment?
   g. Are there both constructive results as well as destructive results mentioned in the President's speech?

5. Divide the class into small groups of 3-4 students [Activity #5 requires 4 students]. Assign one of the activities (#1-5) to each of the groups. Each of the activities focuses on perspectives surrounding the 50th anniversary of the Japanese attack of Pearl Harbor and also encourages students to consider both constructive and destructive results of conflict. These activities are quite lengthy and may require a full class period or more.

6. Allow each group 5-10 minutes to share their activities with the rest ofthe class. Bring closure to the activities by making the following points about each of the activities:

- Apologies can be a result of a conflict or have an influence on results of conflict.

- Editorials are articles that give the opinions of the editors or publishers of a newspaper or magazine. Editorials can also be an expression of opinion that resembles such an article (e.g., a television editorial). International perspectives can be learned from editorials.

- International polls can help us understand perspectives on international issues or events.

- Conflicts surrounding the Japanese attack of Pearl Harbor continue to affect some Japanese Americans.

- Survivors of past conflicts can provide perspectives on how conflict results have changed or stayed relatively the same through time.

7. Bring closure to this curriculum unit by describing the debate about how interpersonal conflicts and international conflicts are related using the following information:

   Many historians and international relations specialists believe that the behavior of nations involved in international conflicts is like the behavior of individuals in interpersonal conflicts because, in fact, it is individuals who are always interacting. If this is true, then it would seem that nations can manage or resolve their conflicts in many of the same ways that individuals do. A further implication is that if international conflicts are composed of interpersonal conflicts, then one way to resolve an international conflict is to resolve the interpersonal conflicts or improve person-to-person relations.

   On the other hand, some historians and international relations specialists maintain that analogies between interpersonal and international conflicts are misleading. They claim that a nation's behavior is unlike individual behavior and that the options for nations when managing conflicts are distinct from the options for individuals. An implication of this viewpoint is that bad policy judgments can result from making analogies between the two levels. A further implication is that different moral frameworks exist at personal and world levels.

8. Discuss with students the possible analogies between interpersonal and international conflicts by asking these questions:

- Students usually resolve their conflicts with individuals nonviolently. Do they learn to use nonviolent resolution methods or do these methods come naturally? Furthermore, why do students usually use nonviolent resolution methods? Is it for moral or ethical reasons? Are there situations in which students use violence to resolve conflicts? Are there situations where those who use violence feel morally obligated to do so?

- If a student became responsible for the security of a group of people, say a family, would the student be more or less likely to use violence against an attacker, if the group were threatened? Would using violence in such a situation be moral? Justified? Necessary?

- Finally, what if a student becomes President of the United States, responsible for the security of all its citizens. In case of a conflict with another nation, would the student have more or fewer resolution or management options than if the student were involved in an interpersonal conflict? In this case, is the President morally obligated to use violence?

- What justifications are given by presidents to use violence against other nations? Is this justification different from the one given when

violence is used in national self-defense? Is the use of violence always wrong regardless of the consequences of the refusal to use violence? Can the use of violence by a nation be justified? Should a nation be held to moral standards? If so, how?

- What role does law play in the use of nonviolence as a conflict resolution or management method in interpersonal and international conflicts? Is anyone ever legally authorized or required to use violence?

- In summary, what similarities and differences exist, if any, between interpersonal and international conflict?

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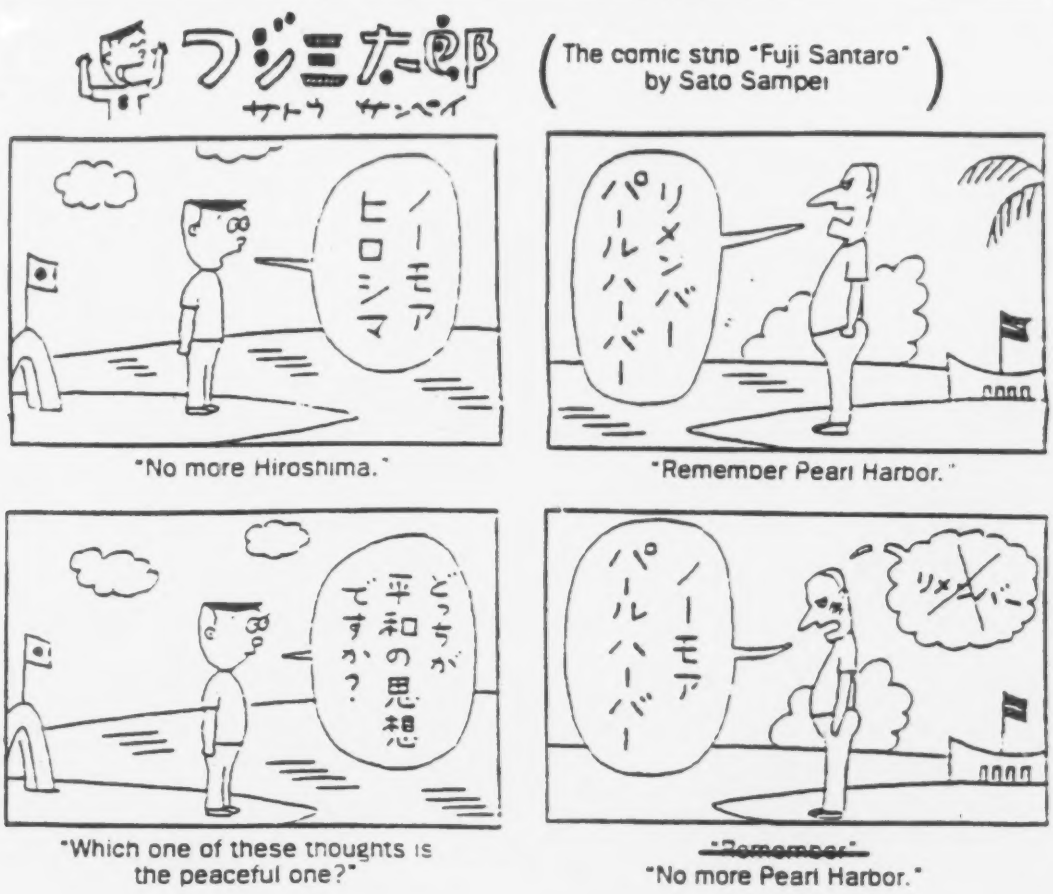
FUJI SANTARO

War and memory: A Japanese perspective



(The comic strip "Fuji Santaro" by Sato Sampei)

"No more Hiroshima."

"Remember Pearl Harbor."

"Which one of these thoughts is the peaceful one?"

~~"Remember"~~
"No more Pearl Harbor."

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EXCERPTS FROM PRESIDENT BUSH'S SPEECH, PEARL HARBOR CEREMONY COMMEMORATING THE 50TH ANNIVERSARY OF THE JAPANESE ATTACK

Honolulu, December 7, 1991

Following are excerpts from President Bush's address to World War II veterans and military families on the 50th anniversary of the attack on Pearl Harbor.

Over 2,000 men died in a matter of minutes on this site a half a century ago. Many more died that same day as Japanese forces assaulted the Philippines and Guam and Wake Island, Midway, Malaya, Thailand, Singapore, Hong Kong. On that day of infamy, Pearl Harbor propelled each of us into a titanic contest of mankind's future. It galvanized the American spirit as never, ever before into a single-minded resolve that could produce only one thing, victory.

Churchill knew it as soon as he heard the news. He'd faced the Nazi conquest of Europe, the blitz of London, the terror of the U-boats. But when America was attacked, he declared there was no more doubt about the end. He knew then that the American spirit would not fail the cause of freedom.

The enemy mistook our diversity, our nation's diversity, for weakness. But Pearl Harbor became a rallying cry for men and women from all walks of life, all colors and creeds. And in the end, this unity of purpose made us invincible in war and now makes us secure in peace.

. . .

Ironically, isolationists gathered together at what was known in those days as an American First rally in Pittsburgh at precisely the moment the first Americans met early violent deaths right here at Pearl Harbor.

The isolationists failed to see that the seeds of Pearl Harbor were sown back in 1919 when a victorious American decided that in the absence of a threatening enemy abroad we should turn all of our energies inward. That notion of isolationism flew escort for the very bombers that attacked our men 50 years ago.

. . .

And now we stand triumphant for the third time this century, this time in the wake of the cold war. As in 1919 and in 1945, we face no enemy menacing our security. And yet we stand here today on the site of a tragedy spawned by isolationism. And it is here, and we must learn and this time avoid the dangers of today's isolationism and its economic accomplice, protectionism. To do otherwise, to believe that turning our backs on the world would improve out lot here at home is to ignore the tragic lessons of the 20th century. The fact is, this country has enjoyed its most lasting growth and security when we rejected isolationism, both political and economic, in favor of engagement and leadership.

. . .

Fifty years ago we paid a heavy price for complacency and overconfidence. That, too, is a lesson we shall never forget. To those who have defended our country, from the shores of

Guadalcanal to the hills of Korea, and the jungles of Vietnam to the sands of Kuwait, I say this: We will always remember. We will always be prepared—prepared to take on aggression, prepared to step forward in reconciliation, and prepared to secure the peace.

In remembering, it is important to come to grips with the past. No nation can fully understand itself or find its place in the world, if it does not look with clear eyes at all the glories–and disgraces, too–of the past.

We in the United States acknowledge such an injustice in our own history. The internment of Americans of Japanese ancestry was a great injustice, and it will never be repeated.

APOLOGIES

During the occasion of the 50th anniversary of the attack of Pearl Harbor, numerous discussions and debates surrounding issues of apologies took place in the United States and Japan. Analyze the following poll conducted by *The New York Times*/CBS News/Tokyo Broadcasting System (published by *The New York Times*, December 8, 1991). Think of the ways apologies have an impact on the results of conflict.

Are Apologies Needed?
Should Japan apologize for the attack on Pearl Harbor?
% in each country who said yes
United States: 40%
Japan: 55%

Should the United States apologize for dropping atomic bombs?
United States: 16%
Japan: 73%

Japanese lawmakers were deeply divided about whether or not to approve a statement in Parliament that would have been a formal apology for the attack on Pearl Harbor. The result was that Japan didn't formally apologize for the attack on Pearl Harbor. Prime Minister Kiichi Miyazawa told reporters that Japan must reflect on the reality that it inflicted "unbearable damage and sorrow on the peoples of the United States, the Pacific, and Asia" during World War II.

Commenting on the possibility of a U.S. apology for the use of atomic bombs on Hiroshima and Nagasaki, President Bush said, "Not from this President. I was fighting over there. I had my orders to go back there when the war ended." President Bush was a World War II Navy pilot and was shot down over the Pacific by the Japanese. He also said that "American lives were saved" by President Harry S. Truman's decision to drop the bombs. President Bush also commented, "Do we mourn the loss of innocent civilians? Yes. Can I empathize with a family whose child was victimized by those attacks. Absolutely. But I can also empathize with my roommate's mother, my roommate having been killed in action."

While no formal apologies for either Pearl Harbor or the atomic bombings were issued, statements such as those following on the next two pages appeared in *The New York Times* on the 50th anniversary of Pearl Harbor (December 7, 1991) and the 47th anniversary of the first use of atomic weapons (August 6, 1992).

December 7, 1991

Dear Citizens of the United States of America:

RE: Our Wish for Sincere Reconciliation between the Peoples of America and Japan

We, the Yokohama Association of Bereaved Families of War, would like to offer from our hearts the warmest greetings of friendship. Our organization represents the bereaved families who lost close relatives in the Allied bombings of Yokohama in the Second World War.

Fifty years ago on this date, Japan began the Pacific War with the assault of the American naval base at Pearl Harbor. For this foul way of starting a war without any formal declaration, and for the many thousands of victims of this surprise attack, please allow us to make the deepest apology to all the American people.

Over the four years following this tragedy, many victims in various places and on both sides suffered tremendously because of the great war. Among those, many hundreds of thousands of civilians died in the Allied air raids on more than 100 Japanese cities. The air raids on Yokohama were numerous and caused the deaths of many thousands of unarmed citizens. In the 46 years since the end of the war, there has been much progress, but we have not forgotten our sorrow. It is no exaggeration to say that the result of modern warfare is inevitably the massacre and affliction of many innocents.

We must stop the suffering of the ravages of such wars. As one way of guiding future generations, we recently erected a monument in Yokohama proclaiming the words, "LOVE", "PEACE" and "EARTH". Projecting the silent voices of all the bombing victims of Yokohama, whose names and ages are inscribed inside, this monument, a milestone toward permanent world peace, contains the wish of all the victims and deceased. We pray that this message can spread throughout the world and effect the sooner realization of true peace without war.

All the citizens of the world are welcome to visit the Yokohama Peace Monument. We particularly encourage and invite American citizens to come, as one way of demonstrating our sincere reconciliation. The bereaved families of the deceased in America and Japan can never forget the horrors of war, but we hope that they can by now pardon each other. On this occasion of the 50th Anniversary of the outbreak of the war, let us truly reconcile with each other, deepen our unexpected friendship all the more, and never stop advancing toward the realization of a permanent world peace.

We pray for the health and peace of mind of all the American people.

Sincerely yours,

Eiichi Ikenoya

Eiichi Ikenoya
Association Representative
The Yokohama Association of Bereaved Families of War
1-28-26 Nagatakita Minami-ku, Yokohama,
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tel. 81-45-715-0486

✳ TO THE PEOPLE OF JAPAN ✳

On the Forty-Seventh Anniversary of the First Use of Atomic Weapons

WE CITIZENS OF THE UNITED STATES OF AMERICA EXPRESS OUR SORROW FOR THE SUFFERING CAUSED BY THE CRUEL AND UNNECESSARY BOMBINGS OF HIROSHIMA AND NAGASAKI. WE PLEDGE TO WORK FOR THE ELIMINATION OF NUCLEAR WEAPONS. WE FURTHER PLEDGE OUR EFFORTS TO END THE CONTINUING MISUSE OF TECHNOLOGY FOR THE DESTRUCTION OF LIFE.

"Peace"

"CURIOUSLY, IKE [GENERAL DWIGHT EISENHOWER], ALMOST ALONE AMONG SENIOR MILITARY MEN, OPPOSED USING THE BOMB. HE BELIEVED JAPAN WAS ALREADY DEFEATED, THAT DROPPING THE BOMB WAS 'COMPLETELY UNNECESSARY' AND THAT WE SHOULD AVOID SHOCKING WORLD OPINION BY DROPPING SUCH WEAPONS ON PEOPLE WHO WERE AT THAT VERY MOMENT ATTEMPTING TO SUE SOMEONE WITH MINIMUM LOSS OF FACE."

GEN. OMAR BRADLEY
A GENERAL'S LIFE

"THE BOMBING OF HIROSHIMA AND NAGASAKI, IN WHICH 100,000 PEOPLE DIED AND ANOTHER 100,000 WERE INJURED, WAS THE CLIMAX OF A MILITARY PHILOSOPHY THAT ACCEPTED MASS KILLING AS A GOOD WAY OF WINNING WARS. THE THEORY IS BRUTALLY SIMPLE: KILL AS MANY CIVILIANS AS POSSIBLE AND THE ONES WHO SURVIVE WILL BE SO DEMORALIZED THEY WON'T WANT TO FIGHT."

PETER PRINGLE AND JAMES SPIGELMAN
THE NUCLEAR BARONS

YOU HAVE GOT TO UNDERSTAND THAT THIS ISN'T A MILITARY WEAPON. IT IS USED TO WIPE OUT WOMEN AND CHILDREN AND UNARMED PEOPLE AND NOT FOR MILITARY USES."

HARRY S. TRUMAN
[DURING A 1948 MEETING WITH DAVID LILIENTHAL, CHAIRMAN OF THE ATOMIC ENERGY COMMISSION]

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a. Discuss the statements and the issue of apologies. How do you feel about Japan not issuing a formal apology for the attack on Pearl Harbor? How do you feel about the United States not issuing a formal apology for the atomic bombings?

b. What is your reaction to the statement from the Yokohama Association of Bereaved Families of War?

c. Would you have signed the statement issued on the 47th anniversary of the first use of atomic weapons by members and friends of the Peninsula Peace and Justice Center? Why or why not?

d. Think of a conflict in your class or school in which an apology was issued. Did the apology have an impact on the results of the conflict? Were there both constructive and destructive results?

e. Share a 5-minute summary of your discussion with the rest of the class.

THE JAPANESE PRESS REFLECTS ON PEARL HARBOR

Three of Japan's leading newspapers had editorials that focused on the 50th anniversary of the attack on Pearl Harbor. Editorials are articles that give the opinions of the editors or publishers of a newspaper or magazine. Editorials can also be an expression of opinion that resembles such an article (e.g., a television editorial). Read the following excerpts from the three editorials. Afterward, your group will be writing response letter(s) to one or more of these editorials.

Yomiuri Shimbun

"Japan and the United States Must Join Hands"
–Editorial, December 7, 1991

Japan entered the Pacific War in 1941 on December 8 (December 7 in the United States). The fighting began when Japanese forces attacked Pearl Harbor, Hawaii, early in the morning.

Now 50 years have passed. Japan and the United States have put their hostile feelings behind them in favor of friendship, and their ties have developed into what has been called the world's most important bilateral relationship. As the two countries have drawn closer together, however, disputes have broken out in various areas centered on economic affairs, and this friction has steadily intensified. The time has come for the people on both sides to rebuild their relations of trust. Giving each other a helping hand, they must become true partners working for the peace and prosperity of the world.

Asahi Shimbun

"Coexistence for the Next 50 Years"
–Editorial, December 8, 1991

In the early dawn of December 8, 1941, Japanese troops began their landing on the Malay Peninsula, which was under British control. About an hour later, crack air units of Japan's navy swarmed down on the U.S. naval base at Pearl Harbor in Hawaii. Thus began the Pacific War that would last three years and nine months.

Neither of the two military operations was preceded by a formal declaration of war. Whatever reasons were behind these surprise attacks, Japan inadvertently created an international image of itself as sneaky and dishonest. This image of Japan and the Japanese lingers even today. Especially when friction between Japan and the United States becomes a problem, Pearl Harbor is inevitably brought up by Americans as an example of Japanese dishonesty and unfairness.

Mainichi Shimbun

"Fifty Years Later"
–Editorial, December 8, 1991

Fifty years ago today, Japan entered World War II. It launched a surprise attack on Pearl Harbor, initiating the Pacific War, and it landed troops on the Malay Peninsula in an operation that spread the invasion of China across a broad Asian region.

Today, half a century later, Japan is being called upon to play an active role for the sake of world peace and prosperity as a country that, with the help of stable relations with the United States, has grown into an economic power. In undertaking this role, the Japanese must reflect deeply on their history. In the course of the fighting in Asia and the Pacific, they rained death and suffering on more than 20 million people overseas and brought upon themselves the atomic bombing of Hiroshima and Nagasaki.

The postwar generation, which has never experienced the realities of war, has now grown to nearly two-thirds of Japan's population. Even so, history cannot be erased. The course Japan should follow from now on as a peaceful nation is being called into question again by the weight of five decades.

Relations between Japan and the United States have shifted dramatically. As U.S. President George Bush has commented, Japan has changed from an object of American hatred into one of the closest and most important American allies. The Japan-U.S. mutual security setup and the other ties in this bilateral relationship are exceptionally strong. As multidimensional links of interdependence grow stronger, however, there is a tendency for economic, political, and social friction to increase. The tensions deriving from the trade imbalance and from the Japanese response to the gulf war are showing signs of causing the economic disputes to escalate into an emotional confrontation.

With the arrival of an "enemyless" age at the end of the cold war, American public opinion is coming to see Japan's economic power as a greater threat than Soviet military might. Trust in Japan is rapidly eroding.

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a. How are the results of the bombing of Pearl Harbor referred to? Is there mention of both constructive and destructive results?

b. Do the editorials reflect similar and/or different perspectives on the 50th anniversary of Pearl Harbor? Write a response letter(s) to one or more of these editorials.

c. Share your comments with the class and post your response letters next to these Japanese editorials in your classroom.

POLLS

A poll is a questioning of persons selected at random or by quota to obtain information or opinions to be analyzed. Analyze the following poll, which appeared in *The New York Times*, December 8, 1991. Following this, you will be taking a poll of your classmates using the same questions (or additional ones).

[Note: The poll was based on telephone interviews with 1,106 adults throughout the United States conducted Nov. 18-22 by *The New York Times* and CBS News. Figures in Japan are based on in-person interviews with 1,446 adults throughout Japan conducted Nov. 7-13 under the supervision of the Tokyo Broadcasting System.]

VIEWS OF EACH OTHER

	AGE GROUPS				
	18-29	30-44	45-64	65+	TOTAL
THE PERSPECTIVE IN THE U.S.					
Say their own feelings toward Japan are generally friendly	84%	83%	77%	59%	77%
Say they hold it against Japan for attacking Pearl Harbor	14%	17%	36%	54%	27%
Say the Japanese Government should formally apologize to the United States for its attack on Pearl Harbor	44%	35%	40%	48%	40%
Say they think most Japanese hold it against the United States for dropping atomic bombs on Japan	40%	38%	41%	45%	40%
Say the United States Government should formally apologize to Japan and its people for dropping the atomic bombs	22%	20%	8%	11%	16%
THE PERSPECTIVE IN JAPAN					
Say their own feelings toward the United States are generally friendly	71%	63%	69%	57%	65%
Say they think the American people hold it against Japan for attacking Pearl Harbor	59%	64%	66%	69%	63%
Say the Japanese Government should formally apologize to the United States and its people for its attack on Pearl Harbor	60%	59%	61%	46%	55%
Say they hold it against the United States for dropping atomic bombs on Hiroshima and Nagasaki	38%	49%	55%	53%	50%
Say the United States Government should formally apologize to Japan and its people for dropping the atomic bombs	74%	75%	72%	66%	73%

a. What can you infer from the results of this poll? How are the U.S. and Japanese views different or similar? What do polling results in general mean? Do you think this poll had an effect on U.S.–Japan relations? Do you think there are constructive and/or destructive results to polls? Why or why not?

b. Take a poll of your classmates using the same questions (or others your group develops) under "The Perspective of the U.S." from *The New York Times* and CBS News poll. Decide with your teacher when to take the poll. Decide with members of your group how best to conduct the poll.

c. Compute percentages of students who answered "yes" to questions and summarize your polling results to share with the rest of the class.

JAPANESE AMERICANS: FEELING CAUGHT BETWEEN CULTURES

Around the time of the 50th anniversary of Pearl Harbor, numerous articles in magazines and newspapers focused on the situation of Japanese Americans. The following is an article that appeared in the *San Jose Mercury News*, November 17, 1991, and was one article in a series of articles focusing on "Pearl Harbor: Fifty Years Later." While reading the article, think of present-day constructive and/or destructive results of the bombing of Pearl Harbor.

Old Wounds, New Bitterness: Years Later, Many Hear Racism's Whispers

Jimi Yamaichi's gentle eyes become overcast when he thinks about Dec. 7. For 50 years, the date has reminded him of hate and hysteria.

On that Sunday in 1941, Yamaichi, who was 19, heard about the Pearl Harbor attack when he came home for lunch while working on his father's San Jose farm. He was furious.

"I knew it was going to be just a matter of days before we (Japanese-Americans) were going to have to pay for what the Japanese did in Hawaii," said Yamaichi, who owns a cabinet making business. Three months later, the San Jose native and his family were sent to a Wyoming internment camp.

Today, Yamaichi and many other Americans of Japanese descent say they still feel the reverberations of racism from that air raid of half century ago. Too often, they encounter people who see them as less American because of their Japanese bloodline.

Sometimes the slight is so ambiguous or unintentional that it is hard to confront.

John Ota, 41, remembers being invited to a college friend's Chicago home, then being whisked out of the house, "but I understood it had something to do with my being Japanese-American," says Ota, an Oakland resident.

"I'm always asked, 'What are you?' and 'Where are you from?'" says Aiko Utsumi, 52. When she tells people she is of Japanese descent, "they will say, 'It's amazing your English is so good.'"

Born in Los Angeles

Utsumi, a third-grade teacher in North Hollywood, was born in Los Angeles and was a toddler when she was sent to an Arkansas internment camp with her parents.

"I got it in grammar school," says Cathy Yoshimoto, a Los Gatos graphic artist and homemaker. "Teachers would point to me and say, 'You're quick and smart...But that's because you're Japanese.'"

At its worst, the racism is violent.

In San Jose this summer, an Asian family received a derogatory letter that began, "Dear Knips," and another Asian family had its car spray-painted, "Remember Pearl Harbor," said Tom Shigemasa, acting deputy chief of the San Jose Police Department and president of the local Japanese American Citizens League.

"The scary part is that we suspect juveniles, which means that adults are passing on this kind of racism to their children," he said.

"What it comes down to is that people have a difficult time when they don't understand the behavior of a culture," said UCLA sociologist Harry Kitano.

Japan-bashing evolves

In the 1930s and 1940s, Japan-bashing was pegged on racial inferiority, he said, and the Japanese were depicted as animal-like, sneaky and ugly. In the '90s, they are stereotyped as robot-like, brainy and productive in a way that threatens Americans.

"The harm, of course, is that such thoughts give license to further racism," Kitano said.

Although he embraces his Japanese heritage, cabinetmaker Yamaichi yearns to be labeled an American. He cringes when customers ask him if he represents a Japanese company.

In the late 1960s, he helped renovate an officers' club in San Diego, but wasn't invited to the completion celebration—the guest of honor, the commander of the Pacific Fleet, didn't want anyone of Japanese descent in the room.

"I always feel like I'm caught in the middle between being American but looking Japanese," he says.

In Santa Clara County, most of the 26,500 Japanese-Americans trace their families back to the southern Japanese island of Kyushu, where economic conditions at the turn of the century forced men to seek fortunes in the United States. The immigrants came as migrant laborers, married picture brides from Japan and established a Japantown—a still thriving business district in San Jose. Norman Mineta, congressman and former mayor of San Jose, grew up in a Japantown house now occupied by a sister.

'Vibrant part of community'

"In this area, the Japanese-Americans are a very vibrant part of the community," says Jim McEntee, director of the county's Human Relation Commission. But some people still view them as outsiders, he said.

With vigilance, some Japanese-Americans say the 50th anniversary of Pearl Harbor could pass without incident and may even enlighten those who still think being of Japanese descent makes one Japanese.

Others aren't so sure. Although redress and the government's apology soothed the humiliation and violation they experienced during the World War II internment, many Japanese-Americans fear hostility will resurface.

"There's a feeling in California of, 'Could something go wrong–again?'" adds Richard Halloran, director of special projects for the East-West Center in Honolulu, which tries to foster U.S.-Asian understanding.

Those Japanese-Americans who have experienced prejudice living in this multiethnic state also question California's reputation of tolerance.

Susan Hayase was not among the children in her Orange County neighborhood who looked forward to the end of November because the Christmas holidays were that much closer. As soon as she turned the calendar, she remembers seeing an obstacle that filled her with dread.

"Without fail every year, someone would call me a 'Jap' on December 7th," she said. "It scared me, made me feel unsafe."

Hayase, 35, a San Jose software engineer, becomes enraged when she sees racism directed at children—most recently the scrutiny that Arab-American children went through during the Persian Gulf crisis.

"To be so bigoted that you dehumanize another person, especially a child...it's basically assuming one is guilty by reason of race," she said.

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a. What does Jimi Yamaichi's statement, "I always feel like I'm caught in the middle between being American but looking Japanese" refer to? How did conflicts between the United States and Japan during the war affect the people interviewed in the article? Describe some of the results of the conflicts felt by these people. Have you ever felt caught between cultures?

b. Describe situations when you felt like an outsider. Were there constructive as well as destructive results to the conflicts you experienced?

c. If you could interview one of the people mentioned in this article, what questions would you ask and what comments would you make? Share a 5–10 minute summary of your discussion with the rest of the class.

PEARL HARBOR RECOLLECTIONS

The following articles contain recollections of a Japanese pilot who took part in the Japanese attack on Pearl Harbor and recollections of American survivors of the attack. Assign 2 students in your group to read the first article and the other 2 people to read the second article. Each pair of students should focus on the questions at the beginning of the articles. Following this, all students should compare their responses to the questions and prepare a 5-10 summary of your results for the rest of the class.

Article 1

Focusing Questions:

a. What types of conflicts are expressed by Mr. Fujita? Describe some of the constructive and/or destructive results of his conflicts.

b. If you could interview Iyozou Fujita, what questions would you ask him?

c. Following Japan's surrender in World War II, what events surprised Mr. Fujita?

d. Compare the perspectives of Mr. Fujita with the perspectives of the American survivors of the Japanese attack of Pearl Harbor (article 2). How are the cluster of impressions and associations tied to the bombing of Pearl Harbor continuing to affect Mr. Fujita's views of the United States?

San Jose Mercury News

December 4, 1991

Horror and Glory over Pearl Harbor

Japanese Pilot Thought Mission Would Be His Last

By Lewis M. Simons

Mercury News Tokyo Bureau

At the end of this week, Iyozou Fujita and a dozen or so other aging men will get together, as they have over many years. They'll drink a little too much *sake*, sing songs that few others remember, and grow teary-eyed as they reminisce about comrades no longer here.

What distinguishes this annual reunion is that it comprises the last of those who fired Japan's audacious opening shot in World War II—the pilots who struck Pearl Harbor on the morning of Dec. 7, 1941.

And it looks like this year's gathering will be the final one.

"Fifty years is enough," said Fujita, an organizer of the event. "We're all old now and we've rehashed Pearl Harbor so many times there can't possibly be anything left to discuss. I think it's a good time to stop."

Last year, 16 Pearl Harbor pilots met at the Sui Kokai veterans hall in central Tokyo. This year, Fujita said, there'll be fewer. One or two may have died; a few may be ill; but most who stay away will be ducking the news media.

"Every day for weeks now there have been interviews, photo sessions, TV shows," said Fujita. By the time the anniversary arrives, "we'll all be sick of it. On that day, I myself will be hiding out from the media at an onsen [hot spring]."

It won't be the first time the affable, 74-year-old Fujita has sought refuge at a hot-spring resort. After the United States dropped the atomic bombs on Hiroshima and Nagasaki in August 1945, and Emperor Hirohito surrendered, calling on his people to join him in "enduring the unendurable and suffering what is insufferable," Fujita thought he was in deep trouble.

"As one of those who had attacked Pearl Harbor, I was afraid that I'd be put on trial and jailed by the Americans," he recalled over a Japanese-style box lunch at Sui Kokai. "So my wife and I hid in an onsen for three months. But I was never arrested."

Fujita was again surprised by the lack of recrimination when he applied for a job as a post engineer with a U.S. military base on the southern island of Kyushu in 1948.

"I was interviewed by an American officer who'd been at Pearl Harbor and I told him right away that I flew in the attack. He didn't say anything about it and I was hired and stayed in that job for two years," said Fujita, still unable to conceal his amazement. "By the time I left, many Americans were my friends."

Soon after the American occupation ended, Fujita joined the newly formed Japan Air Lines as a pilot, a job he held until retiring in 1978. Today, he and his wife live in a spacious house in Tokyo. Of their three sons, one is an engineer with IBM and two are in business.

Despite the passage of half a century, Fujita can readily summon the emotions of that fateful day. Well before he clambered into the cockpit of his Zero fighter on the flight deck of the aircraft carrier Soryu, the sublieutenant had come to terms with his conviction that he would not survive.

"Each time we practiced the attack during training and with a model mock-up of Pearl Harbor and Battleship Row, it worked out that we'd lose four out of our six carriers," he said. "So I recognized there was almost no possibility of my coming out of it alive."

But he refused to become paralyzed with fear. "You couldn't do the job if you let your mind work that way," he said.

Sleep hadn't come easily for him the night before the attack. Had he known the Americans would have no inkling of what was coming, he might have rested easier. Before dawn, he dressed in immaculate clothing, the way ancient samurai had prepared for battle, and slipped a photo of his dead parents into a pocket. Finally, he tied on a white headband marked with the word *Hissho*: Certain Victory.

As the carriers pitched in heavy seas some 200 miles off Honolulu, he listened to a grim, last-minute lecture from his team leader, Lt. Fusata Iida: "In case of engine trouble...make a crash dive into an enemy target rather than make an emergency landing.

Fujita was in the second wave; his orders were to "clear the sky of American planes" after the first wave's devastating bombardment of the pride of the U.S. Navy. He followed Iida to Kaneohe Naval Air Station and Bellows Field. In three passes, Fujita emptied his plane's four machine guns against a B-17 Flying Fortress, some seaplanes, a gasoline truck, a hangar and U.S. troops.

Then he watched in horror as Iida, whose gas line had been severed by ground fire, motioned that he was out of fuel. "We could see each other's faces very clearly," Fujita said. "He waved his hand, *sayonara*, and then turned and dove straight into the runway apron."

His vision blurred by tears, his own plane out of ammunition and peppered with what turned out to be some 500 bullet holes, Fujita suddenly found himself in a slashing dogfight as the first U.S. planes got off the ground.

Determined to follow Iida's example, he flew straight at his foe, an American P-36. "I thought I was going to die anyway, so I was determined to crash into him," he said. "But at the last second the American had the good sense to climb."

Moments later, Fujita led the survivors back to the carrier and a victor's welcome. Contrary to his fears, none of the Japanese carriers was destroyed and only 29 planes didn't return.

He still feels the cold knot of fear when he recounts the horror and glory of that bloody Sunday. It turned him against war forever.

"It's not that I think Pearl Harbor was a mistake. I've thought deeply about this and I feel that the United States made impossible demands on Japan and that made war inevitable."

"But I don't believe there ever will be war between the two countries again. Certainly I don't want it; the Japanese people don't want it. There are difficulties between our countries now and there may often be. But we have to find a better way to settle them. War? Impossible."

Article 2

Focusing Questions:

a. What types of conflicts are expressed by the survivors of the Japanese attack of Pearl Harbor? Describe some of the constructive and/or destructive results of their conflicts. How are some of the survivors' recollections of the attack different or similar?

b. If you could interview two or more of the survivors, what questions would you ask them?

c. Compare the perspectives of the American survivors of the Japanese attack of Pearl Harbor with the perspective of Mr. Fujita (article 1). How are the cluster of impressions and associations tied to the bombing of Pearl Harbor continuing to affect some of the American survivor's views of Japan?

The New York Times National

Pearl Harbor Survivors' Recollections
December 6, 1991
In Hawaii, Survivors Tell Tales of Dec. 7
By Robert Reinhold
Special to *The New York Times*

Honolulu, Dec. 5–Fifty years have done little to dull Jimmy Bryan's searing memory of the morning of Dec. 7, 1941, the Sunday morning he watched as his brother was killed on a nearby battleship and 350 of his own shipmates were cut down and burned to death.

He was a 20-year-old coxswain on the battleship Nevada when Japanese bombers appeared suddenly out of the skies over Pearl Harbor. "I was standing on the main deck when machine gun bullets started rattling all around me, he recalled.

"They called us out to get the ship under way," said Mr. Bryan, a retired Navy recruiter who lives in Gorman, Tex. "We chopped the lines with fire axes. Just then the chief boatswain got blew all to hell." He said the Nevada, taking water, steamed past the battleship Arizona, on which his brother, L. H. Bryan, served as a gunner in turret No. 2.

I saw the bomb come down, and the turret jumped three feet in the air," he recalled. "Then it dropped through the ship. I knew my brother was in it." When the fires of explosions ended, the Nevada lay sunk into the mud, and the Arizona disappeared with 1,117 sailors, including his brother.

Harrowing Tales

Such are the harrowing tales being told and retold here as more than 2,000 survivors of Pearl Harbor have gathered in advance of Saturday's 50th anniversary of the attack that drew the United States into World War II and galvanized the nation. The anniversary will be marked by a series of events, including a speech by President Bush, a military flyover and a dance.

The two waves of bombings in two hours by Japanese airplanes left 2,403 Americans dead, 1,178 wounded, 21 American ships sunk or damaged, and 347 airplanes destroyed or damaged.

The worst hit was the Arizona. Of the 334 survivors, about 30 of those still alive have returned to relive that morning in which their ship was turned into an inferno. One of them is Henry Cruz, a 71-year-old retired aircraft worker from Chula Vista, Calif., who was a steward on the battleship.

He had spent Saturday night on the town in Honolulu and returned early Sunday with a fresh tattoo on his left bicep. Today, he pulled up a sleeve and showed the now-blurry purple tattoo: a shield with the words U.S.S. Arizona and date that will live in infamy, Dec. 7, 1941.

He had planned another liberty that day. "I was on the third deck," he said. "I took my shower and shaved. I was going to catch the first liberty boat."

An Hour 'in Hell'

The ship was not hit in the first strafing, and all hands were sent to battle stations. Then the Arizona took first of many bombs and Mr. Cruz found himself trapped below on the third deck. "I could not man my battle station. It was hopeless," he said. "Everything was blowing up in front of me." Mr. Cruz said he spent about an hour "in hell," choking on smoke amid intense heat.

He said he finally found his way out by desperately pulling himself through a broken hatch. Once on the quarterdeck, he went to work pulling out the dead, many of them badly burned, and helping the wounded. "Guys were coming out with flames all over them," he said. "We wrapped them in blankets."

Mr. Cruz insisted his life was saved because he had once paid a buddy $5 to substitute for him at the Navy's obligatory swimming test. When the order came to abandon ship, he said he refused to jump into the water, full of burning oil, because he could not swim. He finally jumped onto a rescue ship.

If there was any benefit from all this horror, a number of survivors said, it was that the attack shook the nation out of complacency.

Monte Ralston, a retired builder from Boise, Idaho, who was a signalman on the Honolulu, a light cruiser, said the attack "made such a cohesive society of our country the entire world could have declared war on us and we would have whipped them"

'This is No War Game'

John E. Baskette was just a lad of 18, a seaman first class from St. Louis who had enlisted in the Navy a few months earlier not expecting too much action.

"I was down on the landing, talking to the chief petty officer, when we heard the faint drone of planes," he said. "As it got louder, one of the guys said it was a hell of a time for war games."

"All of a sudden," he said, there was a Japanese torpedo plane coming toward Battleship Row. 'The chief saw the meatball on the plane, and he says: 'This is no war game. This is war.'"

He was ordered into a launch to pluck survivors out of the harbor. "When the Arizona exploded, we were about 300 yards away, and it just lifted the launch up in the air," he recalled. "They flew so low you could see the expressions on their faces. A couple of us picked up rocks and threw them."

Soon, he said, the oil on the surface ignited, panicking the men in the water. "The guys we picked up, some of them had their hair completely burned off. Their arms were burned and their legs." Two died before they could reach the dock.

Finally back at the barracks, Mr. Baskette found his uniform covered with blood and oil—and three machine-gun holes in his bell bottoms. But he was not wounded. "After it was over, a lot of us cried like babies," he said, "Seeing our ships burning and exploding. It was a shocking experience for a snot-nosed kid." Three of his buddies did not survive that day.

Time had not altered feelings about the Japanese for Mr. Baskette, now 68 years old and the Missouri state director of the Pearl Harbor Survivors Association. "I don't buy Japanese products," he said.

Waking a Sound Sleeper

"They make such a big deal each year on the anniversary of Hiroshima and Nagasaki," he went on. "But they keep saying, 'Forget Pearl Harbor.' My theory is 'If you hadn't started it, there wouldn't have been a Hiroshima.' Any time Pearl Harbor flashes on the TV screen, I get tears in my face."

Seymour S. Rosenthal was a 23-year-old draftee from New Jersey, an Army communications man at the nearby Hickam Army Air Force Base, which was also attacked by the Japanese on Dec. 7. A sound sleeper, he needed quite a few bombs to wake him that Sunday morning.

"Then we heard machine gun fire where we were, and we realized there was something other than the Navy on maneuvers," said Mr. Rosenthal, who had planned to attend the ceremonies here but suffered a heart attack recently and spoke by phone from Passaic, N. J.

"Guys came running out of their barracks in their underwear or partially dressed, and they were being cut down," he said. "Men lay on the ground, under the shrubbery, with their rifles, which were World War I rifles, shooting at the planes."

To this day, Mr. Rosenthal harbors deep resentment against the Japanese and says he would not buy a Japanese-made car. "I'm not the type to hold a grudge," he said. "But you would have to have experienced what we experienced not only on Dec. 7, but all the atrocities they committed in the Pacific, to understand how I feel."

More forgiving was John J. Westerman Jr., Jack to friends. He did not come to Honolulu, but he recalled by telephone from Atlanta those days as a "young, single and handsome" ensign on the battleship Maryland.

"I was just getting up, when we had an alarm call for a fire and rescue party," he remembered. "I didn't hear any explosions until five torpedoes hit the Oklahoma, which was tied up outboard of us, just across a gangway. That's when we knew it wasn't a drill."

The Oklahoma, a battleship, capsized and the Maryland took two direct bomb strikes. Shrapnel from the first bomb hit one of Mr. Westerman's best friends, Ens. Howard Crow, in the throat and killed him. After the attack, Ensign Westerman had the unpleasant task of informing five wives that their husbands had died.

Still, Mr. Westerman, now 72, recently made an effort at reconciliation with Japanese veterans. As a member of the Georgia chapter of the survivors' association, he planned to meet some Japanese pilots who took part in the attack. But the plan was vetoed by the national leaders of the association.

"A lot of people believe it's time for us to look to the future and put the fighting behind us," he said. "But I understand that every veteran's got to heal his wounds in a separate way."

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